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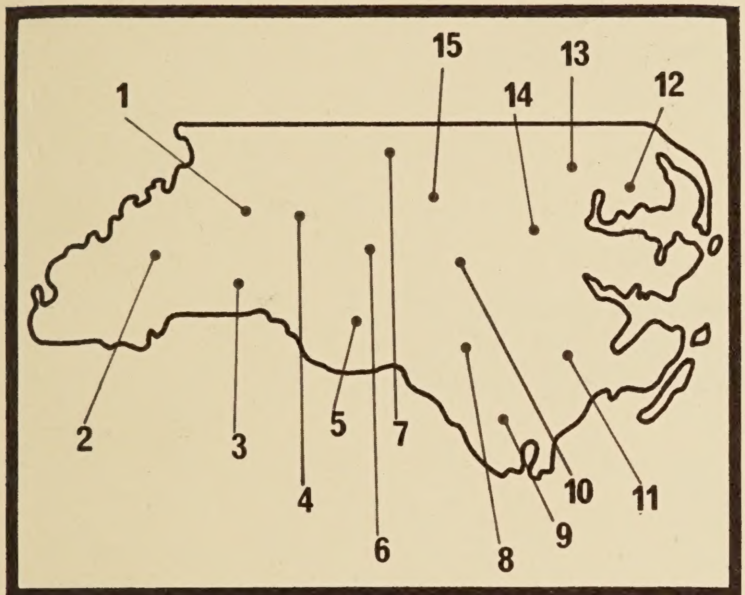

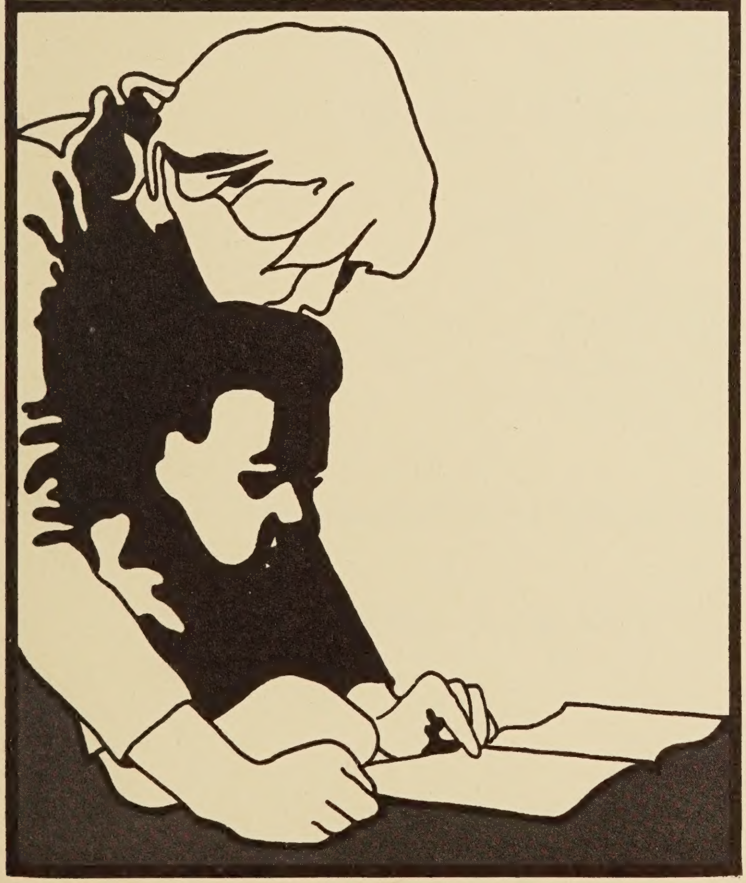

Accent On Accountability

Evaluation Report of Selected ESEA Title VI North Carolina

Prepared for the North Carolina
Department of Public Instruction by the
University of North Carolina, Chapel Hill
1974

ACCENT ON ACCOUNTABILITY
TITLE VI PROGRAMS
IN
STATE OF NORTH CAROLINA
FY 1973-74

This report was prepared under the auspices
of the Division of Exceptional Children,
Department of Public Instruction, of North Carolina

by

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This document was produced through funds from ESEA, TITLE VI.

Cover Design: Susan Almon

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TITLE VI OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 AS AMENDED IN NORTH CAROLINA

INTRODUCTION

The U.S. Commissioner of Education is authorized, by Title VI of the Elementary and Secondary Act of 1965 (P.L. 89-750) and subsequent amendments, to establish, expand and improve programs and services for education of handicapped children of the preschool, elementary, and secondary levels. The term "handicapped children" as defined by legislation means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

In the summer of 1967, North Carolina began construction of a State Plan under the Elementary and Secondary Education Act, as amended - the Education of the Handicapped Act. Authorizations under this Act would have allocated upwards of $10,000,000 to the State solely to initiate, expand, or improve programs and projects designed to meet the special educational and related needs of handicapped children. The State Plan was submitted by the North Carolina Board of Education to the Bureau of Education for the Handicapped, U.S. Office of Education, where it was approved. The Plan enumerated an umbrella of programs and services at all age levels and of all categories of handicapping conditions. The first fiscal year allocation was $371,623.00 and has only reached $1,180,908.00 for FY 1974. This less than anticipated rate of financial growth has necessitated a critical review of the priorities of the original State Plan and a narrowing of these priorities into a greatly reduced number.

The following is a compilation of the major priorities under which monies have been allocated by the State Board of Education since May, 1968.

> Though in 1968 there was general consensus that Directors of Special Education were needed to give leadership to the initiation, implementation, and expansion of programs for exceptional children in local educational agencies, there were only six full-time directors in the 160 plus educational districts. Title VI-B monies were used to provide Directors in 25 local educational agencies - some Directors had responsibilities in more than one local educational agency. The success of these Directors was used to ferrett out State and local monies to fund these salaries, travel, and other expenses. In 1971, the State Board of Education approved the use of a special education State-allotted teaching position in local educational units with 20 or more teachers of exceptional children to provide full-time direction to programs for education of exceptional children. Title VI-B

funds were withdrawn gradually and in FY 1974 federal funds were used only for extended term employment - that portion of the school year in addition to the ten-month school year. At present, State funds are now used for 57 directors/coordinators for exceptional children programs.

In May of 1968, the first public school programs for the education of learning disabled children were funded. By the Fall of 1968, seven local educational agencies began programs for learning disabled children. A special study institute, funded under Part D, Preparation of Professional Personnel in the Education of the Handicapped, was held during that Fall.

In 1969, the State Board of Education authorized the use of special education allotted teaching positions to be used for the education of learning disabled children at the discretion of the local educational agency. In 1973, the State Legislature allotted 50 categorical learning disabilities teaching positions and additional monies for staff development, materials, and supplies. Title VI-B funds continued to expand the learning disability program but were withdrawn from basic teaching salaries. The learning disabilities program currently consists of 94 teachers.

In 1963, the State Legislature appropriated funds to be used for the purchase of books and special instructional aides for the mentally retarded. Purchases from these funds became the nucleus of a Curriculum Library which became the basis of a federally funded network of Instructional Material Centers. The center at the State Educational Agency was State-funded and two additional centers in the Western and Eastern parts of the State were federally funded. Each center provided services to one-third of the State. In addition, a center to develop materials unavailable on the commercial market was implemented. The Instructional Material Development Center supplies materials to the Instructional Material Center Network for dissemination to classroom teachers.

In May of 1968, the first public preschool program for hearing impaired children were implemented with Title VI-B monies. Legislative action in 1969 authorized the use of special education allotments at the preschool level, through appropriations for equipment, materials, etc., were not approved. Appropriations have now increased to the extent that FY 1974 is the last year of Title VI-B involvement in the regional centers for hearing impaired children.

This report represents an analysis of selected Title VI-B -C and D programs in North Carolina. The intent of funds for these three parts of the Education of the Handicapped Act differ in both targeted populations and program development. Funds are made available to State educational agencies and, through them and under their approval and supervision, to local and regional agencies to make possible the provision of educational services to benefit handicapped children.

Part B funds are generally used to stimulate the development of comprehensive quality programs and services, to demonstrate innovative practices and procedures, and to encourage educational reforms which will enhance the learning potential of handicapped children. These monies are used to support activities which are in addition to, or go beyond, minimal basic types of programs normally provided for through State or other monies.

A wide variety of activities can be supported under this title if such activities are designed to meet the special educational and related needs of the participating handicapped children. Approvable projects must meet the size, scope, and quality requirements of the act, and should be designed to provide concentrated educational services for a limited number of eligible handicapped children in such a manner that an identifiable impact will be realized.

Part C funds are for contracts and grants to appropriate public agencies and private non-profit organizations, for the development and carrying out of experimental preschool and early education programs for handicapped children which show promise of promoting a comprehensive and strengthened approach to the special problems of such children in urban and rural areas. Those programs should include activities and services designed to (1) facilitate the intellectual, emotional, physical, mental, social, and language development of such children; (2) encourage the participation of the parents of such children in the development and operation of any such program; and (3) acquaint the community to be served by any such program with the problems and potentialities of such children.

Part D funds in North Carolina were originally used for traineeships to prepare individuals for teaching at the college and university level. As more monies became available, short-term traineeships and special study institutes were planned to upgrade the competencies of professional personnel in the education of the handicapped in our public schools. Over the past ten years of expanding these funds, it was anticipated that a large number of the teachers of special classes not holding certification would receive state certification in a particular categorical area through the provision of numerous short-term traineeships and special study institutes. Such training programs were to encourage expansion in the education of handicapped children through recruiting and preparing promising persons for teachers, supervisors, administrators, clinicians, and other specialists.

The Division of Exceptional Children, Department of Public Instruction, in order to determine projects for funding, utilized a dual request for proposal. An initial request was sent to local and regional education agencies specifying guidelines and priorities for FY 1973-74. Upon receipt of those preliminary proposals, Division staff reviewed those proposals identifying those following specified guidelines and priorities and requested those applicants to prepare and submit a more detailed final proposal. Final selections for funding were chosen from those proposals.

Criteria for grantee selection and subsequent allocation of federal funds within the State for Part B, C and D stressed the following priorities:

a. Programs for early intervention for education of preschool handicapped children
b. Programs for educating multiply handicapped children
c. Programs for educating learning disabled children
d. Programs for educating emotionally disturbed children
e. Programs for training leading to teacher certification
f. Innovative improvements of existing programs.

EVALUATION PROCEDURES

Evaluation and accountability, though not necessarily new to the field of education, are in the midst of an accelerated process that has demanded the attention of the general public, legislators and professional educators. In an effort to maintain its position of prominence in the delivery of service to handicapped children, the Division of Exceptional Children, Department of Public Instruction in North Carolina provided funds for conduction of pilot efforts in the establishment of a third party evaluation process for the expenditure of ESEA - Title VI monies for training and technical assistance to professional personnel as well as direct services to children. As a result a third party evaluation team, School of Education, University of North Carolina at Chapel Hill, was contracted with to initiate such evaluation efforts.

The Division of Exceptional Children perennially has funded approximately 60 Title VI programs in North Carolina. It was decided that pilot efforts should be far less encompassing, and thus the third party evaluation procedures were utilized with only 15 of those projects.

After projects had been notified of funding and the 15 selected for third party evaluation, members of the evaluation team met individually with project staff in May, 1973, to review project plans for FY 1973-74. The purpose of these individual meetings was to develop a program plan and evaluation agreement for each project. The products developed in those meetings specified targeted populations, general goals, objectives, activities to achieve objectives, evaluation activities, and evaluation products. Involvement at this time provided ample time for development or securing of measurement instruments and planning for the implementation of evaluation efforts during the funding period.

Three on-site visits to each project were conducted by the evaluation team during the projects' operational period. Such visits were to ensure that evaluation procedures were progressing as planned. If, for valid cause, evaluation efforts were inoperable such visits were to provide for the development of alternative plans for determination of project effectiveness. Project monitors and other educational specialists from the Department of Public Instruction visited the project through the year serving as advisors to the projects and providing additional assessment of evaluation progress.

At the conclusion of the funded period, each project director submitted to the evaluation team a final report of that projects accomplishments through the year based on the established program plan and evaluation agreement. Those results were then examined by the evaluators, treated statistically as necessary with final determination of projects' effectiveness in achieving their stated objectives. This publication is a summation of those projects and their accomplishments.

DISCUSSION OF RESULTS

During fiscal year 1973-74 there were fifteen projects selected to participate in the initial pilot efforts of the third party evaluation procedures in North Carolina. Those projects represent various years of funding. During 1973-74, the currently reported period, there were five projects in their first year of funding: Alexander County, Burlington City, Newton-Conover City, Western Carolina Center and Wilson City; Roanoke Rapids was the only project in the second year; six projects were in their third year of funding: Davidson County, Johnston County, Kings Mountain, Murdoch Center, Pitt County and Whiteville City; two were in their fourth year and were Gaston County and Macon County. The last project Eastern Carolina University is perenially funded to provide a summer training institute across a variety of areas dealing with exceptional children.

Fourteen of those programs were funded over the major portion of the year with one project, the East Carolina University Summer Training Institute, funded for a short period during the summer of 1973. Those projects can be categorized into two distinct groups: direct services to children and direct services to professional personnel. Eleven of the projects were directly serving children, with most of those projects serving more than one categorical classification of handicapped children. The number of children served through those eleven projects was as follows:

Deaf-Blind	39
Educable Mentally Retarded	269
Hearing Impaired	560
Learning Disabilities	129
Multiple Handicapped	12
Physically Handicapped	2
Speech Impaired	61
Trainable Mentally Retarded	67
Total	1139

The remaining four projects were providing technical assistance support services to professionals in their given locales. Major features of the projects are explained in detail in the individual projects reports.

The composite funding level of the fifteen projects was $347,815 with $255,940 going to the programs with direct services to children and $91,875 going to the professional support programs. This figures to a total cost per child of $224.71 for direct services to children through Title VI B, C and D funds.

The total cost of the third party evaluation was $8,880, or an average cost per project of $592. With a composit budget $347,815 the evaluation represents 2.55% of those monies. Given that a generally accepted figure of from 3%-5% of a projects budget should be allocated for program evaluation, the cost for third party involvement is very reasonable.

As previously discussed, the priorities for 1973-74 funds were in the areas of programs for learning disabilities, severely handicapped, pre-school programs for handicapped, expansion of existing exemplary programs and training for certification of teachers of exceptional children. Each of these areas was represented by projects selected for inclusion in this evaluation. Johnston County and Roanoke Rapids both served as part of their targeted pupils, learning disabled children in the elementary grades. These services were basically provided through the resource room model with support for the child and teacher of the regular class when the child was placed back in that situation.

Programs generally covering both the pre-school handicapped and the severely handicapped child were Murdoch Center, Newton-Conover, Western Carolina Center, Gaston County and Wilson City. Gaston County focused it's primary attention toward the young hearing impaired child and was singled out by the evaluation team as one of the exemplary programs in the state. The Wilson City program was observed by the evaluation team to be one of the first year projects that had demonstrated the most promise for the future. The staff at that center were, toward the end of the year, moving toward an individual child data recording system in which programmatic decisions could be made on a daily basis based upon the empirical evidence of how the child had progressed in a given activity over the past few days. The third project to receive demonstrable recognition in this area was the program for deaf-blind children at Western Carolina Center. The program was selected as the location for extended on-site training of teachers of deaf-blind children throughout the Mid-Atlantic Region which encompasses the states of Maryland, Virginia, West Virginia, North Carolina, South Carolina and the District of Columbia. Staff members from the program and Appalachia State University served as teachers and supervisors of teachers attending the training institute.

Two additional projects exemplify programs intended to assist non-certified teachers to earned credits toward state certification. East Carolina University is annually funded to provide summer institute training programs across a variety of topics. The summer of 1973 was no exception to that procedure. The other project was a regional consultant, funded through the Whiteville City Schools, who assumed as part of her job description, the coordination, planning and in certain instances conducting of college credit evening courses for teachers in that southeastern section of the state.

Projects representative of expansion of programs over the previous year are Roanoke Rapids and Kings Mountain. Roanoke Rapids project staff developed a sequentail step-wise curriculum for the teaching of mathematics skills to targeted educable mentally retarded and learning disabled children at the elementary school level. The project intends to develop a similar program to teach reading skills in 1974-75. The second project considered here, Kings Mountain, expanded the deminsions of their program in a different manner. A Career Education program had existed in one school in the district for educable mentally retarded students in the 4th, 5th and 6th grades. Thus, during 1973-74 the program was not only refined but also expanded to include the other mid-schools in the district such that all educable mentally retarded students were included in the district career awareness program.

Although the evaluation procedures were favorably reviewed by project staff, state department and evaluation team personnel, it should be noted that an administrative difficulty did exist. The evaluation model calls for the project to submit to the evaluation team a structured year-end report with all pertinent data, from which the evaluator in conjunction with notes from site visits during the year, develops the final report detailing project description and accomplishments. Each project was given assistance in outlining, conceptualizing how to present the data, and a minimum of two weeks beyond the end of the project to compile that report. However, some projects were as delinquent as three months in getting that report to the evaluation team. This is evidenced by the exclusion of final reports for the Murdoch Center and East Carolina University projects. Although the failure to prepare and submit the reports does not necessarily reflect the quality of services, the evaluation team recommends that a considerable portion of the final quarterly funds to each project be given contingent upon the submission of that end of the year report to the evaluation team in the specified format.

In summary, it has been the concensus of the projects, the state department, and the evaluation team that the initiation of the evaluation procedures has accomplished two things. First, it has forced project personnel to focus on the explicit intent of the project, alternatives and procedures to accomplish those intents and some viable measure of the extent of those accomplishments. In almost every project it was felt that such procedures were unquestionably beneficial for maximum impact by the project. Secondly, this final published document will provide evidence for both the projects and State Department of Public Instruction, on an emperical rather than purely subject basis, of the accomplishments and thus benefits of certain EHA funds in North Carolina. It is further believed that the continuation of such activities will continually improve the delivery of services to handicapped children and thus have a significant contribution to the upgrading of special education in North Carolina.

PROJECT TITLE:	Body Coordination Through Movement Education
TYPE OF PROJECT:	Physical Education and Movement Exploration for Mentally Retarded Students
LOCATION:	Burlington, North Carolina
ADMINISTRATIVE AGENT:	Burlington City Schools 206 Fisher Street Burlington, N. C. 27215
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$10,944
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The total special education for mentally retarded children in Burlington City School system has generally been considered strong, especially in the areas of language arts and occupational activities. They physical education component of the program for the mentally retarded has been a general weakness overall. No sequence of skills exists for the teaching of physical education to educable mentally retarded (EMR) and trainable mentally retarded (TMR) students. Realizing that physical education has great promise for the mentally retarded, personnel in this school system believe this weakness should be eliminated. Teachers have not been trained to assess student strengths and provide appropriate physical activities for these students. During the 1973-74 school year, with the program in body coordination, we have begun to develop a sequence of skills for students and to provide in-service training for teachers.

This weakness in physical education is being eliminated through the program in basic movement skills. Movement exploration allows each child to progress at his own rate in non-competitive, learning situations that permit individual experimentation.

OBJECTIVES AND EVALUATION PLAN

1. By June, 30, 1974, 85% of the project students will demonstrate improvement in the motor skills of walking, running, jumping, hopping, skipping, leaping, throwing, catching, kicking and balancing.

   Evaluation will consist of the development and administration of a teacher constructed criterion instrument for teacher observation of specific motor skills.

2. To demonstrate integration of the physical education program with the academic program.

   Evaluation will consist of a descriptive narrative of the degree to which the two programs are integrated.

3. To improve concepts related to body coordination and movement to the extent that 85% of the EMR students and 50% of the TMR students will respond appropriately to commands involving: directions (left-right), speed (fast-slow), size (short-tall), space (high-low, on-off, below-over), self-awareness (touching specific parts of body), and geometric forms (square, circle, triangle, rectangle).

   Evaluation will consist of the development and post-test administration of a teacher-made criterion referenced instrument measuring atleast the above skills.

4. By June, 1974, a skills list of motor development for project students will be developed by project staff.

   Such skills lists will be developed during the funded period, reviewed by the evaluator during that period and exist in written form. That list is intended for project use and therefore may not necessarily be ready for distribution at that time.

5. By October, 1973, a criterion referenced checklist of motor development and a list of associated concepts for use with that checklist will be developed by project staff.

   Such lists will be developed and made available to the evaluator for his review and the projects inclusion in the motor development skills list. Those items are for principle use of this project and are therefore not necessarily intended for distribution during the current funded period.

DESCRIPTION OF PROJECT

Attainment of body-coordination skills as an integral part of the total instructional program is of significant importance to educable and trainable mentally retarded students. These students need these skills for health and safety purposes as well as for use of leisure time in recreational activities.

The program is designed to insure a correlation between academic skills and concepts and body-movement skills along with the development of locomotor skills. Concepts taught through movement exploration included directions (right, left; over-under; etc.) speech (fast-slow), size (short-tall), space (high-low; off-on; below-over), self-awareness (touching parts of the body), learning of gross forms (square, circle, triangle, rectangle) and learning letters and words. Locomotor activities to be developed and improved included walking, running, jumping, hopping, sliding, skipping, and leaping.

To facilitate the program two aides were employed to assist the classroom teachers with the movement education program. These aides, along with the EMR and TMR classroom teachers, were involved in an intensive in-service training program in movement education conducted by the coordinator of physical education in the Burlington school system and consultants specializing in movement education.

This type of program format provided the classroom teacher with assistance in the development and implementation of movement activities as well as allowing for maximum use of existing materials.

Conferences were held with parents to report progress of students and to aid the parents in gaining a better understanding of various motor exercises which can be done in the home. Parents were also requested to assist teachers and aides in developing and constructing materials for the program.

By providing adequate facilities and materials, movement exploration as an approach to physical education can become a basic key to learning. Children have an opportunity to develop motor skills that will prepare them to advance in various readiness stages of physical and academic work.

RESULTS

1. By June 30, 1974, 85% of the projects students will demonstrate improvement in the motor skills of walking, running, jumping, hopping, skipping, leaping, throwing, catching, kicking and balancing.

As evidenced by Table I, EMR students were able to achieve the established criterion level on only four of the ten specific skill areas. This may be compared to the TMR students in which all of the skills areas had student demonstrative gains above the criteria expressed in the objective. This low improvement noted in motor skills of EMR students was in part due to the fact that a majority of the students were at pre-testing performing at maximum skill proficiency as measured by the constructed instrument and could thus demonstrate no growth by evaluating with that instrument.

TABLE I
PERCENT OF STUDENTS
SHOWING SKILL IMPROVEMENT

Skill	Educable	Trainable
Walking	90%	60%
Running	40%	91%
Jumping	50%	86%
Hopping	60%	95%
Skipping	39%	65%
Leaping	45%	91%
Throwing	86%	90%
Catching	88%	65%
Kicking	42%	91%
Balancing	85%	79%

2. To demonstrate integration of the physical education program with the academic program.

This objective was evaluated by the use of a teacher-opinion questionnaire. Of the ten teachers participating in the project, nine felt that there was a definite integration of the physical education program with the academic program. Those teachers felt that they could subjectively observe demonstration of improved senses of concepts taught in the physical education program in academic portions of the program. Individual student attending and listening improvements in the classroom were felt to in some degree be the result of the necessity to listen to directions in the physical education program. Manual manipulation and fine motor skills in writing were also felt to have improved in large part to associated motor activities in other parts of the curriculum than academics.

A total of 97% of the students in the EMR program tested with the Peabody Individual Achievement Test showed gains in math, reading recognition, reading comprehension and spelling. It cannot be determined if the physical education program was responsible for all of the change in the students, but project staff think that concept of direction, of listening to instructions, and improved motor skills were partially responsible for the improvement in the achievement levels shown.

3. To improve concepts related to body coordination and movement to the extent that 85% of the EMR students and 50% of the TMR students will respond appropriately to commands involving: directions (left-right), speed (fast-slow), size, (short-tall), space (high-low, on-off, below-over), self-awareness (touching specific body parts), and geometric forms (square, circle, triangle, rectangle).

As evidence in Table II, students in the EMR program did not achieve the stated objective. As in Objective 2, this is largely due to those children's scores on the pre-test were already at 100% correct responding and thus allowing for no potential improvement as measured by the developed instrument. This was not necessarily the case with students in the TMR program. There were four of the areas (directions, space: high-low and below-over, and geometric forms in which there was substantial individual gain, but to the established criteria in only one area (space: high-low).

TABLE II
PERCENT IMPROVEMENT
IN COMMAND RESPONSE

	Trainable	Educable
Directions	49%	17%
Speed	14%	8%
Size	5%	2%
High-low	50%	
Off-on	14%	
Below-over	31%	
Self-awareness	14%	8%
Geometric Forms	31%	38%

4. By June, 1974, a skills list of motor development for project children will be developed by the staff.

The skills list of motor development was produced for the program by June, 1974. Current plans call for the skills list to be employed in the program during FY 1974-1975 and for a re-evaluation to be undertaken in the spring of 1975. The skills list is currently being published and will be available for dissemination to other programs.

5. By October, 1973, a criterion referenced checklist of motor development and a list of associated concepts for use with that checklist will be developed by project staff.

   As called for in the program plan, a criterion referenced checklist on motor development was produced by the project. It was assessed and used with students in the program during the past year.

   The list of motor development associated concepts was also developed during the initial part of the year. It was employed in conjunction with the criterion referenced checklist with students in the program.

THIRD PARTY EVALUATOR COMMENTS

The evaluation has shown the program to be effective overall and to be one which has a great degree of organizational strength. However, several factors have become apparent which ought to be taken into account in future evaluations of this type of project. The results achieved in relation to increasing student motor skills indicates that assigning a single figure for expectation of success to all skills is not realistic. The data clearly shows two categories of skills difficulty which need to be considered separately in future planning and evaluation. This is confounded by differences in ability between the educable and trainable classes and a "ceiling" effect for the educable group on some of the skills measured.

Initially, the daily interrelation and overlap of body-movement and motor-coordination activities with academic activities and goals was to be listed. This format was altered because of the clerical and logistical problems involved and was replaced by summary statements reflected on a teacher-opinion questionnaire. Although daily records are the preferrable means of gaining such data, the actual implementation of the plan proved it to be too cumbersome.

Overall, the project staff demonstrated a high degree of organization between components and a willingness to investigate new avenues for attaining their goals. The program as a whole seems to be a successful one especially when more realistic expectations are applied to an analysis of some of the data.

PROJECT TITLE:	Catawba County Children's Center
TYPE OF PROJECT:	Pre-school serving physically handicapped, mentally retarded, and multi-handicapped children
LOCATION:	207-6th Street, S. W. Conover, NC 28613
ADMINISTRATIVE AGENT:	Newton-Conover City Schools 30 West 6th Street Newton, NC 28658
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$21,000
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

Catawba County, the area served by this project, has a population of 90,873, ranking ninth in county population density in North Carolina. There are 21,785 students enrolled in the public schools of Catawba County at the present time. The population of the county is almost equally divided between urban and rural with many people who live in rural communities working in the neighboring urban areas. Some 12% to 15% of the county's residents are Black.

The trend supporting the viewpoint that early educational intervention for handicapped children is vital was not reflected in services in this county. Previous programs consisted of 5 classes for trainable children with approximately sixty children being served. There was one day care center serving eight children on a half-day basis. These children were multi-handicapped and more than half of them were eligible to move to complete public school oriented programs. However, there were no other services available in the county for the early childhood handicapped.

A survey conducted to determine the exact number of multi-handicapped children showed at least twenty young handicapped children receiving no services and with no opportunity to attend a day care center or kindergarten.

The general purpose for establishing a full day developmental educational program to an expanded population of children conducted by a trained staff was to serve as a statewide model for programs that serve both day care and educational needs. It would also provide an agency in Catawba County that could meet the needs of children released from Western Carolina Center.

OBJECTIVES AND EVALUATION PLAN

1. Increase in 75% of children enrolled in social skills.
2. Increase in language skills of 75% of children by June 1, 1974.
3. 75% of children will increase in gross and fine motor development.
4. An increase in cognitive (reasoning) development of 75% of children by June 1, 1974.
5. 50% of those children identified at the beginning of the year as potentially exiting from the program will demonstrate a school readiness.
6. 75% of children in program will demonstrate an increase in attending behavior by the end of the year.
7. Parents of children in the program will demonstrate an increased knowledge about program and child development by the end of the program year.
8. Increase and maintain time spent with follow-up activities by parents with their children in the home by the end of the program year.

The following procedures were used to gather information to evaluate objectives 1, 2, 3, and 4:

A. Develop and/or adopt a developmental scale that can be used in a criterion referenced manner covering areas of language, motor, cognitive, perceptual, social/emotional by September 1, 1973.

B. Administer developmental scale to all children enrolled by October 1, 1974.

C. Administer developmental scale to all children May 1 through May 15, 1974.

D. Count number of children increasing in each of objective areas.

For objective 5, the Metropolitan Readiness Test, Form A, was administered to one child at the end of the year.

The following procedures were used to gather information to evaluate objective 6:

A. Develop a frequency count form.

B. Count attending frequency using sample techniques during month of September, 1973.

C. During month of May, count frequency of attending behavior for post measure using sample sampling technique.

The following procedures were used to gather information to evaluate objective 7:

A. Write a questionnaire to determine what parents know about program and child development by September 15, 1973.

B. Give parents the questionnaire at first parent meeting.

C. Give questionnaire again at end of year.

To evaluate objective 8, a form was to be developed for parents to fill out at each meeting indicating any follow through activities that have taken place in the home.

DESCRIPTION OF THE PROJECT

The project staff consists of a Project Director, Teacher, three Instructional Assistants, one Paraprofessional, and one Volunteer. The Project Director is responsible for assessment of each child and planning with the teacher to determine each child's "prescription". In addition, the Director is responsible for periodical financial reports as well as all educationally evaluative reports.

The teachers are responsible for the development of lesson plans appropriate for the prescriptions agreed upon and assist instructional assistants in implementing these lessons.

The Instructional Assistants are responsible for teaching in one area of development with each child each day according to lesson plans that have been approved by the teacher and director. They also assist the teacher in preparing materials necessary for class presentations.

Each child is given instruction in gross and fine motor skills, self-help skills, cognitive processes, language development, and social skills each day. Class sessions are 15 minutes long with 5 minutes for changing groups, leaving 10 minutes for instruction. Each group consisted of 3 or 4 children who were relatively on the same academic level. A typical day's schedule follows:

Daily Schedule

7:30 - 8:45	Free Play, Individualized Instruction
8:45 - 9:00	Straighten-up Time & Toileting
9:00 - 9:30	Music
9:30 - 9:45	1st Class Session
9:45 - 10:00	2nd Class Session
10:00 - 10:15	Snack & Toileting
10:15 - 10:30	3rd Class Session
10:30 - 10:45	4th Class Session
10:45 - 11:00	5th Class Session
11:00 - 11:10	Toileting & Dressing for Play
11:10 - 11:40	Outdoor Play Activities
11:40 - 11:50	Preparation for Lunch
11:50 - 12:20	Lunch
12:20 - 12:45	Brushing Teeth & Toileting
12:45 - 2:15	Rest Period
2:15 - 2:30	Toileting
2:30 - 3:30	Play Period Outdoors
3:30 - 5:15	Snack, Group Play

Each of the 5 areas are taught during each Class Session. The children rotate and the teachers teach their area 5 times (to the different group).

RESULTS

The results are presented below objective by objective:

The first four objectives were treated with the same evaluation procedure, they were:

1. Increase in social skills of 75% of the children enrolled in the program.
2. An increase in the langugage skills of 75% of the children enrolled in the program.
3. An increase in gross and fine motor development of 75% of the children enrolled in the program.
4. An increase in cognitive development of 75% of the children enrolled in the program.

The Learning Accomplishment Profile, a criterion reference developmental checklist, was used to ascertain growth in the areas reflected in objectives 1-4. This profile was used continuously throughout the school year, primarily as a tool for assessing developmental levels for the purpose of establishing individual objectives for children. Increases in these developmental abilities were computed by subtracting the number of items passed in each area as the beginning of the year (October, 1973), from the number of items in each area that were achieved successfully at the end of the school year (May, 1974).

Table I presents this information across the five developmental areas measured. This information indicates that objective 1, 2, and 4 were achieved, whereas objective 3 was not achieved. All children displayed an increase in cognitive development during the program year. Most of the children in the program displayed increases in language development and social development. However, in the fine motor development and gross motor development, 57% of the children displayed increases which were below the intended increase.

These relatively lower percentages in the motor areas are probably related to the fact that a number of children in the program have definite and serious motor disabilities. Of the 14 children, 8 do not walk without some kind of assistance. 5 use walkers, and 2 are unable to stand without assistance. However, 1 child was unable to take any steps at all when he first came into the program in September, 1973. By the end of May, 1974, he was averaging 20 steps per walking trial and could stand alone for an average of 5 minutes. During the school year he also learned how to pedal a tricycle unassisted.

The difficulties in finding measures to objectively assess gain in the area of gross motor development is accented when you compare this type of observable gain in the classroom for this child with the pre- and post-test measures obtained with the Learning Accomplishment Profile, which indicated no gain in gross motor devleopment. This discrepancy between actual achievement observed by the teachers and the results of the criterion checklist also is apparent with at least one other child. This child on entrance into the program in September could use a crayon but could only scribble with the crayon. By the end of the school year, this same child could print his first name and copy successfully circles, squares, and capital A and also draw a recognizable house. Again, this observable behavior taken from the anecdotal records was inconsistent with the findings on the Criterion checklist which suggests that there was no gain in fine motor development. These inconsistencies point out one of two things. Either the criterion reference checklist is not broad enough to cover all areas of development in the area of gross and fine motor development or the observations reported are biased.

TABLE I
INCREASES IN DEVELOPMENTAL ABILITIES

Developmental Area	Number Children	Number of Children Demonstrating Increase	% of Children Demonstrating Increase
Social Development	14	11	78%
Language Development	14	12	85%
Fine Motor Development	14	8	57%
Gross Motor Development	14	8	57%
Cognitive Development	14	14	100%

Although the procedure utilized to determine whether or not the objectives were accomplished was appropriate for the stated objective, it will be more desirable in the coming year of this project to state the objectives in terms of the kinds of behavior and the level of behavior to be increased and/or increases in the rate of development. In this manner, the specific kinds of achievement and/or increase as well as the amount of increase can be taken into account in evaluating the effectiveness of the program. Certainly, some increases in developmental ability should occur as a result of maturation and experiences in the child's life not associated with the Title VI-B program.

5. 50% of those children identified at the beginning of the school year as potentially exiting from the program will demonstrate school readiness.

There is no information as to how many children at the beginning of the school year were identified as having a prognosis of exiting from the program and going into another school program by the end of the year. During the school year one child was identified as being ready to go on to a public school program. This child was administered the Metropolitan Readiness Test Form A, in June, 1974, scoring at the 27th percentile. This percentile on the Metropolitan Readiness Test suggests limited readiness for a regular first grade program. However, it does suggest that the child has the basic abilities to benefit from an early elementary special education program in either a self-contained class format or a resource room/teacher format. Due to this child's physical disabilities she has limited use of her hands and arms, and parts of the readiness testing were not appropriate and, therefore, reduced her percentile score.

6. 75% of the children in the program will demonstrate an increase in attending behavior by the end of the school year.

The teachers in the program indicate that there was marked improvement in attending behavior from the beginning of the year to the end. This was evidenced by increased eye contact as well as sitting quietly while others in the class are asked to perform a given task. Specifically, there was anecdotal information presented on only 3 children indicating that there was definite improvement in attending behavior as indicated by increased eye contact, and sitting behavior. The overall information provided was not sufficient to determine the extent of success on meeting this objective.

7. Parents of children in the program will demonstrate increased knowledge about the program and child development by the end of the program year.

To measure this objective the project staff was to develop questionnaires to determine the extent of knowledge parents have about the specifics of the program as well as knowledge about specific areas of child development. Due to the lack of time and the need for focusing on the child service part of the program, these questionnaires were never developed. Therefore, the objective was not evaluated. Several sessions were provided for parents during the school year, and parents did talk with various staff members about the progress of their children on a monthly basis. However, again, due to lack of time as well as trained staff in the area of parent involvement, the parent program scope, objectives, and content were never fully developed during this first year of the project.

8. Increase and maintain time spent with follow-up activities by parents with their children in the home by the end of the school year.

Again, this aspect of the program was not developed, and the objective not met.

THIRD PARTY EVALUATOR'S COMMENTS

There is no doubt that this project is providing educational services at the preschool level to handicapped children that heretofore were not receiving educational services. Establishing this type of program calls for the initial phases of the operation of the program to be in large part program and staff development. This appears to be the case with the Catawba County Children Center Title VI program.

The objectives presented in the program plan and evaluated in the area of children's services were for the most part achieved. These objectives were appropriate for a program development year, however, as the project moves into a more sophisticated level of operation in delivering services to children as well as to parents, more precise objective statements would be utilized.

There were some discrepancies between the information provided on the number of items on which children reached criterion, the data on the developmental profile devised from the learning Accomplishment Profile and the observable behavior indicated in the anecdotal records. As the program goes into its second year of funding through Title VI-B, more precise measurement and observational procedures should be utilized.

The results of this year indicate that the project's objectives were too ambitious in terms of what could be accomplished and accounted for in providing a program for parents. With a program of this size and available resources it is quite appropriate to spend most of the first year in developing the services to children, but as the program moves into its second year there should be an anticipation of additional focus on the program for parents.

The Catawba County Children's Center should be commended for recognizing and taking on the important task of establishing educational services that were not available previously for young handicapped children. Most of the program development objectives for services to children were met, and as this program continues, and staff members become more experienced in providing these innovative educational services to children and parents, continuing progress should be realized.

PROJECT TITLE:	Coordination of Programs for Exceptional Children
TYPE OF PROJECT:	Coordination and Administration of Training Services to Special Education Personnel
LOCATION:	Davidson
ADMINISTRATIVE AGENT:	Davidson County School System Box 1224 Lexington, N.C. 27920
FUNDING SOURCE:	PL 91-230, E.H.A., TITLE VI-B
FUNDING ALLOCATED:	$4,000
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The FY 1974 Title VI project, "Coordination of Programs for Exceptional Children" was in the final year of continuing projects first funded in August of 1969. Original projects of this type were encouraged and funded by the State Department of Public Instruction in an effort to improve Special Education Programs in the State of North Carolina. Fiscal input of the Title VI Funds has been decreased gradually, thus allowing the Davidson County Board of Education to assume full fiscal responsibility for the employment of a Director of Programs for Exceptional Children. The 1974 project provided salary and travel for the program director during only July and August of 1973 only, but did serve as a vehicle for program improvement with the development of objectives, strategies and an evaluative process. The accountability of the director regarding project fulfillment has also provided the necessary impetus to increase the effectiveness of the Davidson County Program for Exceptional Children. Through the director, the program sought to work in several areas where weaknesses had existed previously.

Because administrators and other school personnel lack the awareness of various groups of children falling in the Exceptional Children's Program, there was a need to increase their knowledge about identifying these youngsters, determining their needs and planning effective programs in the regular school setting. Although identification of exceptional children was crucial, it was also intended that needed additional training concerning effective teaching methods for exceptional children be provided to special education teachers. Associated to this was the need for a well planned curriculum directly related to identifiable student needs.

It was also felt that one way to assist the overall program in the community was to provide parents with a better understanding of their exceptional children and the services that are available.

OBJECTIVES AND EVALUATION PLAN

1. A workshop will be planned and implemented for county school principals to focus on identification and planning for the needs of exceptional children.

   The evaluation procedure utilizes a pre-post-test of workshop effectiveness and the participants ratings of the usefulness of workshops.

2. Teachers will increase their knowledge and effectiveness in working with exceptional children.

   Evaluation of this objective will be utilizepre-post-test evaluation of workshop content objectives and anedotal records of demonstrative behavior change of teachers as they apply workshop concepts in their classrooms.

3. The project will create and implement curriculum teams to improve curricular content for exceptional children in the county.

   This objective will be evaluated by use of anedotal records and descriptive narrative of the creation of such a team, goals and objectives of that team, and the resultant plan for implementation to achieve those goals and objectives.

4. Presentations for use with public and civic organizations will be developed and presented to appropriate groups.

   A system will be developed by project director to maintain records of presentations developed, number of contacts made for presentations, number of presentations made, target or audience of presentations, anecdotal records of presentation effectiveness and the (in) direct amount of external services/support given to the project.

DESCRIPTION OF PROJECT

The overall project involved the Programs for Exceptional Children in Davidson County. This program is designed to provide a range of services to such children within the county. In addition to the director the staff includes 25 EMR teachers, 6 professionals and 7 para-professionals who work with TMR students, 5 speech pathologists, 2 teachers of the gifted and talented, 1 learning disabilities teacher and 1 home bound teacher.

The funds from this grant relate only to the director and cover only a portion of his salary and travel. The increase in funding through this grant was designed for program improvement by an extended contract for comprehensive planning to meet existing program needs.

RESULTS

1. A workshop will be planned and implemented for county school principals to focus on identification and planning for the needs of exceptional children.

   The original plans called for the conduction of a two day workshop for local school administrators. However, due to numerous external conflicts the project director was unable to meet the objective through initially planned strategies. There were many additional activities of the director that can be related to the above objective as a secondary indicator of accomplishment. During the school year the director attended a total of 28 meetings sessions with school principals also attended by other administrative staff, in which the director represented and advocated for all programs with the county for special children. The director was asked to make numerous presentations to regular principals' meetings, topics of which are as follows: "Focus on Learning Disabilities", "Educable Mentally Retarded and Homebound Programs", "Hearing Conservation Programs", "Homebound Programs", "Focus on the Conference for Exceptional Children", "EMR Student Placement Processes", and "Screening for Visually Impaired Children". In addition, the director planned and implemented one 4-hour workshop for principals and speech pathologists entitled "Diagnosis of Language, Hearing and Speech Disorders".

Evaluation instruments were not designed for the above sessions with principals, but feedback to the director was positive. Principals have indicated that the four-hour workshop was very valuable and as a result, a mini-version of the same was requested and presented to teachers at several schools.

2. Teachers will increase their knowledge and effectiveness working with exceptional children.

A four day workshop (Aug. 20-23), "Meeting The Needs of the Trainable Retarded Child", was conducted for teachers and aides of the Childrens Center by Dr. Jane Schultz of Western Carolina University.

Participants of this workshop, teacher of TMR children, completed an evaluation questionnaire at the conclusion of the workshop. Sixty-three percent rated the overall effectiveness of the workshop at the outstanding level with the remaining participants feeling that it was generally effective.

Participants also provided a variety of both supportive and constructive statements on the questionnaire which will have direct application to preparing other similar presentations.

During and after completion of this workshop, Dr. Schulz assisted the director of programs for exceptional children with evaluation, organizational, patterns, and class scheduling of the existing program. She also made recommendations toward program improvement that have contributed greatly toward providing more adequate training for our TMR students.

The director met with local teacher of TMR children on a frequent basis since his office happened to be based in the same building as a class of TMR children (The Children's Center). Opportunities and necessities frequently occured in which the director got into the Center to work with teachers on an individual and small group and direct observation of teachers during instructional periods.

Although there was less opportunity for individual contact with teachers of EMR children, in-service training workshops were planned and conducted by the project director along the following dimensions: "Organizational Emphasis", "Class Scheduling", "Identification and Placement", "Suitable

Instructional Materials", "Organizational Procedures for Local Council for Exceptional Children (CEC) Meetings", and "Special Olympics". The general observations of the project director was that many of the in-service training sessions were of benefit but did not possess the instructional effectiveness as did many of the sessions from previous years.

3. The project will create and implement curriculum teams to improve curricular content for exceptional children in the county.

   Two curriculum teams were selected by the director of programs for exceptional children are/were composed of: teachers of EMR students at the secondary level, two high school teachers and one junior high teacher; the second team was composed of 4 teachers and a chairman all from the elementary level. Those teams were unable to achieve anticipated goals but were successful in developing a curriculum guide at the elementary level. Those teams spent considerable efforts and hours over a 6 month period in both individual and group work to complete individual research and production tasks assigned by the team chairpersons.

   Because the objective of improving curricular content has only been realized in part at this time, future plans include: presenting the elementary teams product to our total EMR staff seeking improvements by change and addition, presenting the secondary team's product upon completion for evaluation and modification, selecting a team to bring the two level plans together in a congruent fashion, thus providing scope and sequence, and developing performance objectives for reaching goals at the student level.

4. Presentations for use with public and civic organizations will be developed and presented to appropriate groups.

   During the funded period the program director was able to prepare a slide-lecture type of presentation explaining the nature of and programs for exceptional children. Individual building principals were contacted in an effort to identify groups and opportunities to present the program to. Through these efforts five various groups of concerned citizens observed and were assumed to have gained an increased knowledge of exceptional children, their potential and limitations.

THIRD PARTY EVALUATOR'S COMMENTS

Overall the goals set for the project were met by the program director. Specific objectives and evaluation strategies were modified during the year due to administrative time demands. Because of the nature of the project (helping to provide for a project administrator) it was felt by the project administrator that these demands should be given priority. This resulted in a number of information sessions at principals meetings rather than formal workshops being conducted, and the nature of the in-service meetings for teachers being modified to emphasize practical organizational topics.

The one area where the evaluation was not carried through was in post-testing the teacher workshop. However, teacher ratings are available which indicate that it was seen by the teachers as being effective.

The inability to carry out some of the agreed upon objectives of the program director would seem to be a problem in any type of funding which involves the day to day administration of programs rather than the program itself. Besides the obvious administrative problems which may cause modification to be necessary, the question of adequate evaluation of the revised activities becomes important. As in the case with this project, there is no assurance that adequate evaluation of alternative activities will be carried out, or indeed, is possible in a given situation.

The overall evaluation of this project indicates that although objectives as specifically written were not always met, the goals underlying the objectives seemed to be essentially satisfied. Although the activities carried out may not have been as desirable as those planned, they were often the only ones which could be implemented given variable situation.

At the time this document was submitted for printing, a project report had not been received from DEAF-BLIND PROGRAM--TRAINABLE MENTALLY RETARDED, BUTNER, NORTH CAROLINA. When a copy of that report is submitted to the evaluation team, a final report will be prepared and sent to the Division of Exceptional Children, Department of Public Instruction, Raleigh, North Carolina as an addendum to this document.

At the time this document was submitted for printing, a project report had not been received from EAST CAROLINA UNIVERSITY, GREENVILLE, NORTH CAROLINA. When a copy of that report is submitted to the evaluation team, a final report will be prepared and sent to the Division of Exceptional Children, Department of Public Instruction, Raleigh, North Carolina as an addendum to this document.

PROJECT TITLE:	Me My I Why: Social-emotional development and creative explorations for the handicapped student.
TYPE OF PROJECT:	Social development of EMR High School students
LOCATION:	Alexander Central High School Taylorsville, NC 28681
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$10,500.00
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

Alexander County is located on the western perimeter of the Piedmont Region of North Carolina. The County is classified by the U. S. Department of Commerce as a rural region, consisting of 259 square miles; which is isolated from its neighbors by the Brushy Mountains on the north and west, and by the Catawba River on the south. Although the standard of living is higher at present than past times, Alexander County has experienced lower average yearly wages than its surrounding counties.

Alexander County has a high potential for specific types of recreational acitivities. Land along the Catawba River is ideally suited to water-oriented recreation. The Brushy Mountain area has potential for scenic mountain views, fishing, camping, and golfing. At present, public recreational facilities are very limited; however, county planners have established a Recreation Commission which is working toward development of recreational potential throughout the county.

The EMR program at Alexander Central High School began in the 1971-1972 school year with 35 ninth grade students, of which 13 dropped out of school for a 37% loss.

TABLE 1

ENROLLMENT AND DROP-OUT RATE: ALEXANDER CENTRAL HIGH SCHOOL

Year	Total Enrollment	Enrolled	Ninth Grade Drop-outs	% Drop-outs	Enrolled	Tenth Grade Drop-outs	%
1970-71	1,181	421	57	14%	296	27	9%
1971-72	1,295	446	56	13%	390	48	12%
1972-73	1,291	402	44	11%	358	47	13%

*The school officials state that a substantial number of the drop-outs recorded here were EMR students.

This drop-out rate was much higher than the drop-out rate of the total high school as can be seen in Table I.

Gaps and weaknesses existing in the high school special education program before implementation of this Title VI project were as follows:

1. Special education students were receiving individual attention only through remedial reading and math.

2. Special education students were given no special consideration in occupational education areas.

3. Special education students were scheduled in regular academic areas rather than areas which had been especially designed for special education students.

4. Special education students had a high drop-out rate.

5. Special education students were not given special consideration in on-the-job work experiences.

6. Special education personnel employed at the high school level lacked enthusiasm and coordinating abilities to make the special education program successful.

EMR students are able to enroll in introductions to vocations as freshmen. Ninety-five percent of the EMR students take the course. At the tenth grade level, EMR students may enter regular vocational education classes. Prior to the implementation of the Title VI-B Project, no special consideration was given to EMR students in regular vocational programs. EMR students were exposed to cultural arts activities only through limited participation in club activities.

The major purpose of the Me My I Why project is to hold a large percentage of EMR students in school longer. During this longer period of education at the high school level the other major purpose of this project can be pursued: to prepare EMR students for gainful employment, and to provide training in use of their leisure time in a socially positive and productive manner.

OBJECTIVES AND EVALUATION PLAN

1. By May 30, 1974, 75% of students will demonstrate positive attitude toward themselves and others.

    1.1 Prior to opening of school preservice training will be provided to project staff.

    1.2 By September 30, 1973, all project students will have been administered the Person-Group Relationship Scale and Teacher Perception of Student Attitudes.

    1.3 Post-test administration will be completed by June 1, 1974.

    1.4 The final project report will be submitted to the third party evaluation team within fifteen days following the completion of the project and will include evaluation data as specified for this objective.

2. By May 30, 1974, 75% of students will demonstrate an ability to make decisions relevant to social problems and careers.

    2.1 Prior to the opening of school, individual activity assessment instruments will be developed by staff for utilization of pre-post-testing.

2.2 Each student will be administered corresponding assessment instruments, on a pre-post-test basis, prior to and following his exclusion in each experimental instructional-exploratory sequence.

2.3 By May 30, 1974, all students will have been administered pre-post-tests in HIRE-The Talking Page and a teacher-made vocational facts test.

2.4 The final evaluation report will include evaluative data as specified for this objective.

3. By May 30, 1974, 50% of students will demonstrate significant improvement in school attendance and grades.

3.1 Attendance records by grading period for project students will be obtained for SY 1972-1973.

3.2 Grade equivalent scores for project students will be obtained for SY 1972-1973.

3.3 Tables for reporting attendance and grade records will be developed.

3.4 Attendance and grade equivalent scores will be maintained for project students in SY 1973-1974.

3.5 All students will have been administered the Iowa Tests of Basic Skills.

3.6 The project final report will include evaluation data as specified for this objective.

4. By May 30, 1974, 100% of students will have opportunity to experience success in leisure arts activities as demonstrated by increases in knowledge about leisure art activities.

4.1 Prior to the opening of 1973-1974 SY, the project will have developed skill assessment instruments for those leisure activities to be taught in the early months of the SY.

4.2 Prior to initiation of further leisure activities, skill assessment instruments will be also developed for those activities.

4.3 Each project student will be administered the assessment instrument prior to and following his inclusion in leisure time activity instruction.

4.4 The final evaluation report will include evaluative data as specified for this objective.

DESCRIPTION OF PROJECT

A. Project Staff: staff involved in this program are a project director, two teachers, and two teacher aides.

Role of Teachers:

1) Select appropriate EMR students to participate in the FY 74 Project.
2) Plan and develop remedial English and math curriculum as based on vocational/cultural/leisure art experiences.
3) Instruct student in remedial English and math as correlated with vocational/leisure arts activities.
4) Plan, direct and implement the cultural/leisure arts activities.
5) Supervise participants in regular education program, vocational program, and/or work-study areas.
6) Work closely with regular and vocational faculty members to insure individualized instruction for each participant.
7) Arrange for, implement, and follow up work-study area with county industrial firm to employ participants who are sixteen years of age or older.
8) Act as public relations persons to keep community aware of program being offered participants.
9) Coordinate school/community
10) Participate in county's staff development program.
11) Study trends in vocational/cultural/leisure arts education for handicapped students.
12) Visit exemplary high school EMR program.
13) Orient the school system (K-12) to vocational/cultural/leisure arts education for EMR students.
14) Act as resource persons for elementary EMR program.
15) Develop guideline for vocational/cultural/leisure education for elementary EMR students.
16) Evaluate student progress in the remedial English and math area, cultural/leisure arts area, and work-study program area.
17) Evaluate FY 74 Project. Make recommendations for FY 75 Project.
18) Perform any tasks necessary to the education of EMR students as outlined by the Project Director and/or the Superintendent.

Role of the Teacher Aides:

The teacher aide will provide assistance to the project teacher by:

1) Working directly with individual students.
2) Gathering materials.
3) Disseminating materials to regular teachers.
4) Scheduling field trips.
5) Contacting local businesses and industries
6) Arranging transportation
7) Duplicating materials
8) Giving clerical assistance to project teachers
9) Seeking out volunteer assistance from civic, church, and parent groups
10) Performing any other assignments as outlined by the project teachers

B. The program had three major areas of emphasis:

1) Cultural arts - leisure-time activities
2) Regular scheduled courses of study and academic areas
3) Prevocational experiences

Each student in the program spent two periods per day in cultural arts - leisure-time activities which consisted of the following specific topics: drama, play and scenery production, photography and movie production, art, sculpture, crafts, music, guitar, dance, golf, bowling, card playing, billiards, riflery, tennis, decoupage, chair caning, furniture restoration, needlepoint, knitting, crocheting, macrame, home repairs, car repairs, cake decorating.

These activities were correlated with vocational education. Students under sixteen years of age concentrated on the leisure arts activities; while students sixteen years and older were placed in on-the-job training, work experiences in local industry.

During two periods per day all EMR students participated in regular scheduled courses such as: typing, home economics, family living, agriculture, introduction to vocations, physical education, band, chorus, office machines, and club activities.

During the remaining two periods of the school day, EMR students at Alexander Central participated in remedial, individualized reading and math; and prevocational skills training. Students enrolled in special English and math classes were taught basic skills using programmed, individualized instruction kits.

The work adjustment and career exploration curriculum was based on HIRE-The Talking Page, a product of Responsive Environments Corporation. The program is developed at a 3.5 or above reading level and is designed for handicapped upper grade and high school students.

The Title VI-B program for 1973-74 provided the following plan for instruction:

1) Academic area correlated with prevocational activities. During these two periods per day, students were given basic reading and math skills on the level at which they were able to experience success. These academic subjects were correlated with prevocational clusters such as:

   a) Getting a Job
   b) Living Skills
   c) Computational Skills
   d) Management
   e) Business Trade

   These clusters were based on the programmed instruction materials entitled HIRE-The Talking Page.

2) Leisure-time, on-the-job work experiences. During two periods per day, students became involved with such cultural arts, leisure-time activities as:

   a) Dramatics
   b) Music
   c) Dance
   d) Leisure Arts
   e) General Productivity

3) During the remaining two periods per day, handicapped students were scheduled in regular education classes such as:

   a) Typing
   b) Home Economics
   c) Family Living
   d) Agriculture
   e) Introduction to Vocations
   f) Physical Education
   g) Band
   h) Chorus
   i) Office Machines
   j) Club activities - art, dramatics, Afro-American Singers, horseman, future homemakers, future farmers, and library.

RESULTS

1. By May 30, 1974, 75% of students will demonstrate an increase in positive attitude toward themselves and others.

The Pearson Group Relationship Scale was administered to all students in the program four times during the year. This scale has been developed to measure the student's perception of his or her attraction and acceptance by classmates/peers. For the purposes of evaluation, a difference score was computed between the first administration and the fourth administration. 33.3% of the students demonstrated an increase in positive attitudes toward themselves, while 66.7% demonstrated no change or a decrease in positive attitude toward themselves.

In addition a checklist developed by the teachers and project director to measure change in student attitudes was administered on a pre-and-post basis. This checklist was administered early in the fall and again late in the spring. The attributes measured on the checklist were as follows: active, affectionate, calm, cheerful, agreeable, energetic, cool, secured, trust others, realistic, clean, healthy, attentive, punctual, passive, cold, agitated, depressed, disagreeable, lazy, nervous, insecure, distrust others, idealistic, dirty, ill, distractive, tardy. Twenty-four additional attributes were measured in the inter-personal area. They were: aggressive, patient, sociable, well-behaved, works without frustration, passive, bashful, uncooperative, easily discouraged, cruel, hostile, rough, irritable, impatient, unsociable, poorly behaved, and frustrated.

The results of these teacher perceptions ratings indicate that 60% of the students in the program demonstrated a composite increase in positive attitudes. 40% of the students showed no increase or a decrease.

The two methods used to measure the extent of obtainment of this objective yield conflicting results. There seems to be a definite difference in what the students themselves perceive reflecting their attitudes and what the teachers perceive in students' changes of attitudes. Several factors contribute to the interpretation of these results. The Pearson Group Relationship Scale results may be more related to the events of the particular day that the scale was administered rather than reflecting firm imbedded attitudes. In addition, the time span in which attitudes were expected to change may have been inadequate. Also, the Pearson Group Relationship Scale is a relatively unknown measurement and the validity may be somewhat less than desired.

On the other hand, the teacher ratings also have some drawbacks. Many of the attributes rated are not necessarily related to attitudes toward self, but have more to do with personality variables. These ratings are more subjective in nature and, therefore, subject to low reliability.

In general, this objective was not achieved. Perhaps, it is unrealistic to think that in one academic year attitudes that have been building over a period of an individual's life time can be changed, regardless of program. It may be more realistic to focus on several very specific attitudes that are demonstrated by specific behaviors and then geer aspects of the program to change those particular behaviors.

2. By May 30, 1974, 75% of students will demonstrate an ability to make decisions relevant to social problems and careers.

To measure this objective a commercially prepared criterion test developed by the Responsive Environments Corporation was administered on a pre and post test basis. This measurement was designed to measure gains in areas of: a) Skills, b) Experiences, and c) Knowledge of various job requirements.

In addition, a teacher-made checklist to measure the extent of information retained as a result of instruction in vocational facts was administered in a pre and post fashion. This checklist dealt with questions concerning the pre-employment skills for various vocations. These questions covered areas of job application information, how to conduct yourself during an interview, and job attendance and dress and were of a true-false nature.

The results are presented in Table II. 98% of the students taking both the pre and post test of the HIRE program show an increase in job knowledge and requirements. Results on the teacher made checklist on vocational facts indicate that 60% of the students completing the program increased in their knowledge of pre-employment vocational information. This procedure leaves little doubt that at least 75% of the students demonstrated an increase in knowledge about relevant social problems and careers as these areas are measured by one or the other of the two techniques used.

In future years of this project, the extent of gain beyond expectancy in these areas should be explored. In addition, follow-up information needs to be gathered to determine the extent of application of this knowledge, in the world of emploment, as the student leaves school.

TABLE II
PRE AND POST SCORES ON SOCIAL/CAREERS INFORMATION AND ON VOCATIONAL FACTS

STUDENT	HIRE PROGRAM			VOCATIONAL FACTS		
	PRE-TEST	POST-TEST	DIFF.	PRE-TEST	POST-TEST	DIFF.
1	*38	72	+34	X 30	55	+25
2	123	147	+24	75	85	+10
3	132	148	+16	75	80	+ 5
4	104	117	+13	50	80	+30
5	135	144	+ 9	95	95	0
6	114	123	+ 9	70	85	+15
7	119	144	+25	70	70	0
8	120	130	+10	80	85	+ 5
9	104	134	+30	65	80	+15
10	99	135	+36	90	60	-30
11	120	144	+24	80	90	+10
12	100	114	+14	75	50	-25
13	126	134	+ 8	65	95	+30
14	96	122	+26	80	90	+10
15	90	112	+22	75	80	+ 5
16	112	150	+38	70	80	+10
17	122	143	+21	75	80	+ 5
18	119	138	+19	75	85	+10
19	103	134	+31	75	80	+ 5
20	123	96	-27	70	70	0
21	116	139	+23	75	85	+10
22	114	121	+ 7	55	70	+15
23	96	101	+ 5	50	45	- 5
24	99	110	+11	70	75	+ 5
25	109	117	+ 8	65	40	-25
26	127	137	+10	65	80	+15
27	110	130	+20	80	90	+10
28	126	147	+21	85	80	- 5
29	127	143	+16	85	65	-20
30	109	147	+38	75	80	+ 5
31	122	130	+ 8	80	80	0
32	106	133	+27	85	80	- 5
33	131	140	+ 9	70	70	0
34	112	137	+25	85	90	+ 5
35	108	129	+21	75	85	+10
36	114	139	+25	85	95	+10
37	100	114	+14	65	55	-10

* 193 points possible

X 100 points possible

3. By May 30, 1974, 50% of the students will demonstrate significant improvement in school attendance and grades.

When comparing the school attendance rate of the students in the program from 1972-73 to 1973-74, there was no significant difference in that rate. When comparing the rate of students that dropped out of school in the 1973-74 to students in the program in 1972-73, there was an increase in students staying in the program and in school. The student drop-out rate for 1972-73 was 37%; however, in 1973-74 the drop-out rate was reduced to 20%. In addition, most of the students who dropped out during the '73-'74 school year did so during the 1st quarter, suggesting they did not have enough time to derive the benefits of the special program.

The Iowa Test of Basic Skills was used to measure academic achievement for students in the project. This test was administered to all students at the close of the 1972-73 school year, and these results were used as the pre-test scores. The students were tested again at the end of the 1973-74 school year. Across the 11 areas measured on the Iowa Test of Basic Skills, there was a mean improvement of 14 students out of 37 that took both the pre and post test. Thus, 38% of the students taking both tests demonstrated increases in academic skills as measured by the Iowa Test of Basic Skills.

In addition, the comparative arithmetic test was administered to all high school mathematics students which included the students enrolled in the Title VI-B Project. These results indicate a percentile mean for the EMR students enrolled in the program of 10.3 percentile on the pre-test and a 17.8 percentile on the post test. This percentile mean increase was the result of increases in 40% of the students taking the pre and post test.

As can be seen by the data, objective 3 was not accomplished; less than 50% of the students enrolled and taking both the pre and post test measures demonstrated an increase in academic abilities as measured by the two instruments utilized.

There are a number of factors that could account for not achieving this objective. First, the objective of demonstratible increase in 50% of the students enrolled may be unrealistic for EMR students at the high school level. Perhaps the maximum level of academic skills in the traditional sense had already been obtained at the pre-test time. Another, perhaps more realistic, interpretation of these results is that the majority of the content in the program was aimed at development of skills that are not reflected in the traditional measurements utilized to determine academic abilities. The Iowa Test of Basic Skills and the Comparative Arithmetic Test do not necessarily measure the content that was provided in the program. The instructional content dealing with academics was more of an application type of academic information rather than the classroom oriented information that is measured on these kinds of tests.

4. By May 30, 1974, 100% of students will have had an opportunity to experience success in leisure-arts activities as demonstrated by increased knowledge about leisure arts skills.

A teacher-made criterion reference checklist was used in a pre and post fashion to measure gains in knowledge in the leisure arts area.

Table III presents the percentages of students increasing in knowledge as measured by the checklist across 22 leisure time activity areas. As can be seen, in 15 of the areas all students enrolled demonstrated an increase of knowledge in that area. The lowest student percentage of increase was demonstrated in the area of crocheting where 60% of the students demonstrated an increase in knowledge concerning that activity.

TABLE III
PERCENTAGE OF STUDENTS INCREASING IN LEISURE ARTS KNOWLEDGE

Activity	Percentage of Students Demonstrating Increase
Sculpture	100%
Crocheting	60%
Billiards	100%
Cake Decorating	75%
Rag Doll Clown	84%
Basketball	70%
Ping Pong	100%
Guitar	100%
Card Playing	100%
Furniture Restoration	100%
Acting in Movie	100%
Scenery Reproduction	100%
Filming a Movie	100%
Leather Crafts	100%
Decoupage	100%
Wood Burning	100%
Bowling	100%
Photography	87%
Home Repairs	75%
Car Repair	82%
Small Engine Repairs	100%
Glass Cutting	100%

All students enrolled in the program demonstrated an increase in knowledge about leisure arts skills. In reviewing the data on these checklists it also appears that most of these increases were substantial.

THIRD PARTY EVALUATOR'S COMMENTS

The most impressive result of this project is that the drop-out rate for EMR students at the high school level was reduced and that there were identifiable gains made in the areas which the project emphasized: leisure arts and social/vocational information. The relatively poor showing in academics, per se, is somewhat distressing, but there are a number of plausible explanations for this. Either the achievement (academic) testing should be conducted by measurements that are more related to the "work-oriented" content of the instructional program, or the program should strengthen its instruction in straight academics, hopefully without weakening its emphasis in the vocational/ leisure arts area.

This evaluator was impressed with the motivation, energy and resourcefulness of the staff of this project. As the project matures, it should be a good resource for the State's schools.

PROJECT TITLE: North School Career Awareness

TYPE OF PROJECT: Career Awareness for the Educable Mentally Retarded in the Upper Elementary Grades

LOCATION: Kings Mountain Elementary Schools

ADMINISTRATIVE AGENT: Kings Mountain District Schools
500 West Parker Street
Kings Mountain, NC 28086
(704) 739-4589

FUNDING SOURCE: P.L. 91-230, E.H.A., Title VI-B

FUNDING ALLOCATED: $13,900

PROJECT BEGINNING DATE: July 1, 1973

PROJECT ENDING DATE: June 30, 1974

BACKGROUND AND RATIONALE

For several years the Kings Mountain District Schools have operated career awareness programs at the junior high school level. However, analysis of those existing programs suggested to district personnel that additional efforts were warranted, prior to junior high school, to fully realize the intent of those programs. It was felt that program expansion downward in the elementary schools was especially needed for the students in the special classes of the district.

The North School Career Awareness program was begun in 1971, as an experimental program to expose educable mentally retarded students of North School to the potential source of and necessary skills for employment as adults in the North Carolina - South Carolina region. That program continued and was refined during the 1972-73 school year, and then expanded to include each program for the educably mentally retarded in all the elementary schools in the district.

This report represents an evaluation of that program's efforts to increase educable mentally retarded elementary students' awareness of the values of work, to increase their knowledge of local work opportunities, and to improve their general self-concept.

OBJECTIVES AND EVALUATION PLAN

1. By June 1, 1974, 90% of the students participating in the project will demonstrate an increased awareness of local job possibilities.

   Students will be administered a project constructed test on a pre-post-test basis to determine the general increased awareness of local job opportunities.

2. By June 1, 1974, 90% of the students participating in the project will demonstrate an improved self image.

   Students will be administered the Primary Self-Concept Inventory on a pre-post-test basis to determine the general increased self-concept over the school year.

3. By June 1, 1974, 90% of the students participating in the project will demonstrate an increased awareness of the value of work.

   Students will be administered the Vocational Development Inventory List of Questions and Teach Observations on a pre-post-test basis to determine the general level of awareness of the values of work.

   One day each week was activity day with students involved in "hands-on" activities designed to increase career awareness and to foster a positive self-concept through successful school experiences. Trips and visual presentations were also conducted on these days. During the rest of the week, the activities and trips were used as a core for classroom academic work.

   Awareness Activity Modules were developed and implemented in the areas of textiles, construction, business, manufacturing and transportation. Each module was designed such that a number of varying activities could be employed in the classroom. Components included guidance materials, visual aids, learning activity pockets, tools and equipment, hands-on-activities to strengthen awareness, and evaluation instruments. Activities centered predominantly around desired academic skills, with the modules being introduced alternately in the five schools.

Project staff consisted of a project coordinator and four elementary school EMR resource teachers. Three of the five schools had full-time EMR teachers, while the other shared a teacher. The coordinator worked with students and teachers in each school one day per week, and in addition arranged for field trips, prepared materials and coordinated activities and evaluation. A workshop was conducted in the fall for the development of Awareness Acitvity Modules.

RESULTS

1. By June 1, 1974, 90% of the students participating in the project will demonstrate an increased awareness of local job possibilities.

Results of the pre-post-testing indicate that 93% of the students involved in the program were able to identify a greater number of jobs available in the region (Table I). At the time of post-testing, the across school mean increase in the number of jobs identified was +6.15, with 59 of 63 students demonstrating positive gains. This increased number of identified job possibilities is reasonably consistent across the five schools involved in the Career Awareness Program with a range of mean school increases from 3.36 to 7.61.

However, if one observes the mean number of identified job possibilities across schools of the pre-test and again at the post-test times, it is evident that those students of North School are able to name an appreciable greater number of jobs than are the students at the other schools; pre-test, 8.77 vs. 4.06, 3.67, 6.70 and 4.50; post-test, 15.89 vs. 11.67, 10.67, 10.06 and 10.0. This would suggest that those students at North School are able to identify more potential jobs than students at other schools because of the existence of the program at North School for three years as opposed to only one year at the other schools.

2. By June 1, 1974, 90% of the students participating in the project will demonstrate an improved self-image.

The results of the pre-post-test administration of the Primary Self-Concept Inventory would suggest that this objective was not met on the basis of empirical evidence. No single school was able to produce the proposed 90% student increase in self-concept (Table II). An across school

TABLE I
CHANGE OF NUMBER OF JOBS NAMED BY STUDENTS

	Pre-Test	Post-Test	Difference
		Bethware School, n=18	
Ex	73	210	--
Mean	4.06	11.67	+7.61
Median	4.5	9.5	+6.17
Mode	6	8.0	5 and 6
Range	0-8	1-29	1-23
		East School, n=23	
Ex	11	32	--
Mean	3.67	10.67	+7.0
Median	4.0	11.0	+7.0
Mode	4.0		--
Range	3-4	9-12	6-8
		Grover School, n=17	
Ex	114.	172	--
Mean	6.70	10.06	3.36
Median	6.00	9.50	4.30
Mode	6	4,6,9,10,11,12	4
Range	0-27	4-28	(-4)-12
		North School, n=18	
Ex	158	285	--
Mean	8.77	15.89	7.12
Median	9.0	14.0	6.5
Mode	12	3,9,13	9.0
Range	0-21	3-30	3-12
		West School, n=7	
Ex	32	70	--
Mean	4.59	10.00	5.41
Median	4.00	9.00	4.0
Mode	--	9	--
Range	0-9	4-22	0-13

mean student increase of 50.7% indicates that approximately one-half of the students in the program demonstrated an improved self-concept during the pre-post-test period. The accompanying data, 16.0 per cent showing no gain and 33.3% actually scoring lower on the post-test than the pre-test is somewhat alarming.

However, one important development during the year may very well have had some direct causal effects on the results of testing. There was considerable difficulty in selecting what was deemed an appropriate instrument and the securing of that instrument. Consequently, pre-testing was delayed until almost mid-year, thus considerably reducing the amount of time for realization of potential change in self-concepts. The actual pre-test result cannot actually be considered to represent the actual school entry level of self-concept, in that student involvement in the program may have had significant early effects on levels of individual self-concepts. Additionally, general teacher subjective observations from those teachers involved in the program indicate that improved self-concepts seem to have been manifested in the classroom.

TABLE II
CHANGE IN SELF-CONCEPT SCORE FOR STUDENT BY SCHOOL

	School					
	Bethware n=24	West n=4	Gover n=4	North n=15	West n=8	Total n=75
Percent Gained	50	75	54	40	50	50.7
Percent Unchanged	12.5	0	21	20	12.5	16.0
Percent Lowered	37.5	25	25	40	37.5	33.3

3. By June 1, 1974, 90% of the students participating in the project will demonstrate an increased awareness of the value of work.

Results of pre-post-testing on the Vocational Development Inventory List of Questions indicate that across all five schools 92% (58 of 63) of the students demonstrated an increase; 5% (3 of 63) of the students showed no change and 3% (2 of 63)demonstrated decreased awareness of the value of work over the school year (Table III). Five schools had a similar type of mean student gain scores with a range mean gain scores of +2.65 to +3.90 points. East School, however, showed approximately twice that amount of gain with a mean gain of 6.33 points.

TABLE III
CHANGE IN SCORES ON THE VOCATIONAL DEVELOPMENT INVENTORY LIST OF QUESTIONS

	School					
	Bethware n=18	East n=3	Grover n=17	North n=18	West n=7	Total n=63
Percent who Gained	94.2 (27)	100 (3)	82.3 (14)	100 (18)	85.7 (6)	92.0 (58)
Percent who Remained Same	5.8 (1)	0	5.9 (1)	0	14.3 (1)	4.8 (3)
Percent who Decreased	0	0	11.8 (2)	0	0	3.2 (2)
Average Change	+3.9	+6.33	+2.65	+3.06	+2.86	+3.35

THIRD PARTY EVALUATOR'S COMMENTS

Evaluation of specific project objectives indicates that two of the three objectives were achieved. Students in the program demonstrated both an increased awareness of local job possibilities and an increased awareness of the value of work. In both cases over 90% of the students showed gains in relation to the dependent variable.

The results of the second project objective were perhaps confounded by two external factors in the measurement of student self-concepts. The general area of self-concept is one that we find little resistance to in the recognition of its practical importance to one's development. However, consensus among individuals as to what constitutes or demonstrates one's self-concept is less likely. Certainly the question of whether the measure selected was, in its actual usage, appropriate must be considered in assessing the results. Additionally, the delay in identifying an instrument resulted in the pre-test being administered in November rather than September. This factor may also have influenced the findings since no adequate baseline was established at the beginning of the school year. The discrepancy between teacher observation of improved self-image and test scores would indicate that no definitive judgment should be made with respect to the program's influence.

PROJECT TITLE: Program for Hearing Impaired Children

TYPE OF PROJECT: Hearing, Speech, and Language Impaired

LOCATION: Sherwood School
Gastonia, NC

ADMINISTRATIVE AGENT: Gaston County Board of Education
P. O. Box 1397
Gastonia, NC 28052
William H. Brown, Superintendent

FUNDING SOURCE: P.L. 91-230, E.H.A., Title VI-B

FUNDING ALLOCATED: $15,967.00

PROJECT BEGINNING DATE: August 1, 1973

PROJECT ENDING DATE: June 30, 1974

BACKGROUND AND RATIONALE

The program for hearing impaired children currently operated as an integral part of the Gaston County Schools was originally begun by a group of Gaston County parents in 1967. At that time no school programs were available in North Carolina for pre-school hearing impaired children. Parents wanted their children to learn oral communication and in 1967 they opened the Gaston Oral School at Flint Groves Baptist Church. Financial support was provided by civic and service clubs, tuition fees paid by parents, and funds that were raised from various sales conducted by parents. Several times during the first year of operation, parents of these children came to the Gaston County School Board seeking support for the program, but at that time no funds were available for public pre-school programs in North Carolina.

When Title VI-B funds became available in the summer of 1968, a proposal was prepared by the Gaston County Schools requesting to start a program for pre-school hearing impaired children. The project was funded and the Gaston

Oral School became an integral part of the school system on July 1, 1968. The Gaston County Program has grown from a pre-school operation to one which serves children from ages two through twelve.

OBJECTIVES AND EVALUATION

1. By September 1, 1974, project personnel will develop a curriculum guide for hearing impaired children between the ages of two and nine years.

   The primary evaluative criterion for this objective was the existence of the curriculum guide which included the program components planned by the project. Strengths and weaknesses of the guide were to be identified by the project staff during the year as the program was implemented. Plans for refinement were to be developed as a result of the implementation experience.

2. By June 1, 1974, each student will demonstrate significant improvement in oral communication skills.

   A project-developed checklist of communication skills was included in the curriculum guide. This checklist was the basis for individual performance assessment and individualized communication program planning. The primary evaluative criterion for this objective was the percentage of specified objectives which were achieved. A descriptive analysis of the assessment, the individualized planning procedure, and the implementation support the summary percentages.

3. By June 1, 1974, each student in the program will demonstrate significant improvement in reading comprehension skills.

   A project-developed checklist of reading comprehension skills was included in the curriculum guide. This checklist was used for individualized program planning and evaluation of progress in the same way as for Objective 2. A descriptive analysis of the progress and procedures support those data. In addition, the California Achievement Test, Upper Primary was used for children in the age-range covered by the test. This test was administered on a pre-post basis and descriptive analyses were made of the obtained gains.

4. By June 1, 1974, each student in the program will demonstrate significant improvement in mathematics skills.

   Evaluative procedures for this objective are the same as for Objective 3.

5. By June 1, 1974, each student in the program will demonstrate significant improvement in the discrimination of sounds.

   Evaluative procedures for this objective are the same as for Objective 2.

6. By June 1, 1974, each student in the program will demonstrate siginificant improvement in lip reading.

   Evaluative procedures for this objective are the same as for Objective 2.

7. By June 1, 1974, parents of children in the project will be able to identify educational needs of their children in the areas of oral communication, discrimination of sounds, reading comprehension, mathematics skills, and lip reading.

   A descriptive analysis was made of the program for parents and the participation of parents in those programs. The description includes the outcomes of the parental participation in each of the planned program areas.

8. By June 1, 1974, parents of children in the project will be able to assist in the planning of programs to meet the educational needs of their child.

   A descriptive analysis of the joint parent-teacher planning activities and of the parental participation was made. This description supports for evaluative purposes the specific plans for children which were the outcomes of the programs for parents.

9. By June 1, 1974, pupils who need more than an oral approach for developing communication skills will show proficiency in using fingerspelling.

   Evaluative procedures for this objective are the same as those for Objective 2.

DESCRIPTION OF PROGRAM

The program for hearing impaired children is staffed by four teachers and three para-professionals and is housed at Sherwood Elementary School. Three of the teachers are certified in deaf education and one in early childhood education. One para-professional holds a B certificate in elementary education. The other two para-professionals have had several years experience in working with young children. One volunteer from the Gaston County Junior Service League works in the program every day. The project staff is assisted by the school principal, a certified speech therapist, reading consultant, public school music teacher, and the supervisor of programs for exceptional children.

Staff development acitivities have been an outstanding feature of the project since the original funding in 1968. Internationally known consultants in the field of deaf education, including Dr. Ruth Binder, Dr. Winifred Northcott, and Dr. Darcy Dale, have come to Gastonia to work with the staff in developing a quality program for hearing impaired children. In addition, visits have been made by the staff to Lexington and St. Joseph's Schools in New York, Clarke School for the Deaf in Massachusetts; Atlanta Speech and Hearing Clinic; and the Wilkerson Speech and Hearing Clinic in Tennessee. They have attended two National Conferences of the Alexander Graham Bell Association, and have participated in all workshop or training programs that have been sponsored by the State Department of Public Instruction for teachers of hearing impaired children.

The basic philosophy of the teachers and parents is that every deaf and hearing impaired child deserves the opportunity to be oral. Therefore, the development of oral communication is heavily emphasized in the program. Children are provided with individual auditory training units that enable them to make the best possible use of whatever residual hearing they have. Much emphasis is given to teaching lip reading, sound discrimination, and speech. Instruction is provided in fingerspelling for those children who need more than an oral approach to learn communication skills.

Children enrolled in the program were divided into four groups -- a pre-school class, an ungraded Level I class, an ungraded, integrated Level II class, and a group integrated in regular classes. The pre-school class was made up of six hearing impaired children whose losses ranged from mild to profound and whose ages ranged from three to five. Their school day was from 8:30 a.m. until noon.

Learning centers were established throughout the pre-school classroom and these centers were used to develop language skills. These centers included a kitchen in which actual food preparation took place, art, large-and-small-muscle activity, and auditory training. Special attention was given to designing centers to closely approximate home-life settings such as the kitchen, living room, dining room, etc.

Parent communication was strongly encouraged. The teacher met with the parents individually and counseling was given in any area where the parents needed help. Parents observed the staff working with their children and would then substitute for the teacher to demonstrate an ability to carry out a similar learning experience with her child. This proved the most valuable approach in training the parents to teach language concepts to their children.

Seven children attended the ungraded Level I class. The hearing losses of children in this group ranged from severe to profound, and the age range was from five to eight. Their school day was from 8:30 a.m. until 2:30 p.m. Their academic work was comparable to that of average first grade. The class was staffed by a teacher and an aide. Basic instructional materials used in this class were similar to those used in other first grade classes at Sherwood School. They did, however, use more supplementary materials in reading and math than would be used in a regular first grade. Learning Centers were used to reinforce concepts that had been developed through individual or small group instruction. Their curriculum provided for instruction in speech, sound discrimination, lip reading, math, reading, writing, health and physical education, art and music. Social studies and science were correlated with language arts activities. One of these children was integrated into a regular first grade class for reading and three others were integrated into the first grade for short periods of time for academic work and social adjustment.

Nine hearing impaired children attended the ungraded Level II class. The hearing losses of these children ranged from mild to profound and their age range was from nine to eleven. These children were integrated with thirteen normal hearing children. In the assignment of these thirteen children, the same assignment pattern was followed as for regular classes. Parents were permitted to approve or disapprove this arrangement. While some parents requested that their children be so assigned, one parent did not approve this assignment for her child. The class was taught by two project teachers trained in deaf education and one full-time aide. The academic work done by these children was comparable to average work of a third grade class. Regular third grade materials were used for the basic instructional program which was highly individualized according to the identified needs of the children. Supplementary materials were used in learning centers to strengthen concepts that were being taught. The curriculum for these children included language arts, math, social studies, science, health and physical education, music and art. In addition to these activities, hearing impaired children continued to receive specialized instruction in speech, sound discrimination, and lip reading. Five of the children received instrction in fingerspelling to strengthen their communication skills.

Seven children were integrated into regular classes. Hearing losses of these children ranged from moderate to profound and their age range was from seven to eleven. Two children were assigned to the first grade, one to the second, three to the third, and one to the fifth. Their instructional program in the regular class was the same as it was for other children. These seven children received tutorial help from the project teachers in areas that were specified by the regular class teachers. Those who needed it, continued to receive help in speech, sound discrimination and lip reading. Three of these children also learned fingerspelling. Regular-class teachers and project teachers worked together to plan jointly the programs for these children.

RESULTS

1. By September 1, 1974, project personnel will develop a curriculum guide for hearing impaired children between the ages of two and nine.

The curriculum guide was completed as scheduled. Six major areas were developed in the guide including oral communication, reading, arithmetic, sound discrimination, lip reading, and parent training. In each of the five curriculum areas competencies were listed from a developmental approach beginning at the two year level and continuing through the nine year level. Developmental guides written by Dr. Tina Bangs, and Dr. Winifred Northcott were used as resource materials in preparing the guide. In order to permit teachers to evaluate progress as reliably as possible, a checklist format was designed. Use of the guide since its completion reveals that some revisions are needed to reflect an adjustment in the expectancy levels of performance. Some items were not relevant to the needs of the children and others were simply too difficult.

The staff found the guide to be very helpful in preparing individual programs for the children. Revision and continued use will be a part of our continuing effort.

2. By June 1, 1974, each student will demonstrate significant improvement in oral communication skills.

Competencies in oral communication measured in the fall following the evaluative procedures outlined in the curriculum guide served as basal data from which to measure progress. After the performance of each child was assessed, a level of expectancy based on his performance was projected. After evaluation was completed in the spring, achievement was converted to a percentage of mastery of objectives which were established, and data were converted to graph form.

Figure I contains a summary of the progress made by the group in development of oral communication skills. While the number of objectives and, indeed, the objectives themselves were different for each child, as a group the preschool children achieved 93% of the objectives which were set. The lowest percentage of objectives achieved by a child in this group was 80% and three children attained 100% of the objectives that had been predicted.

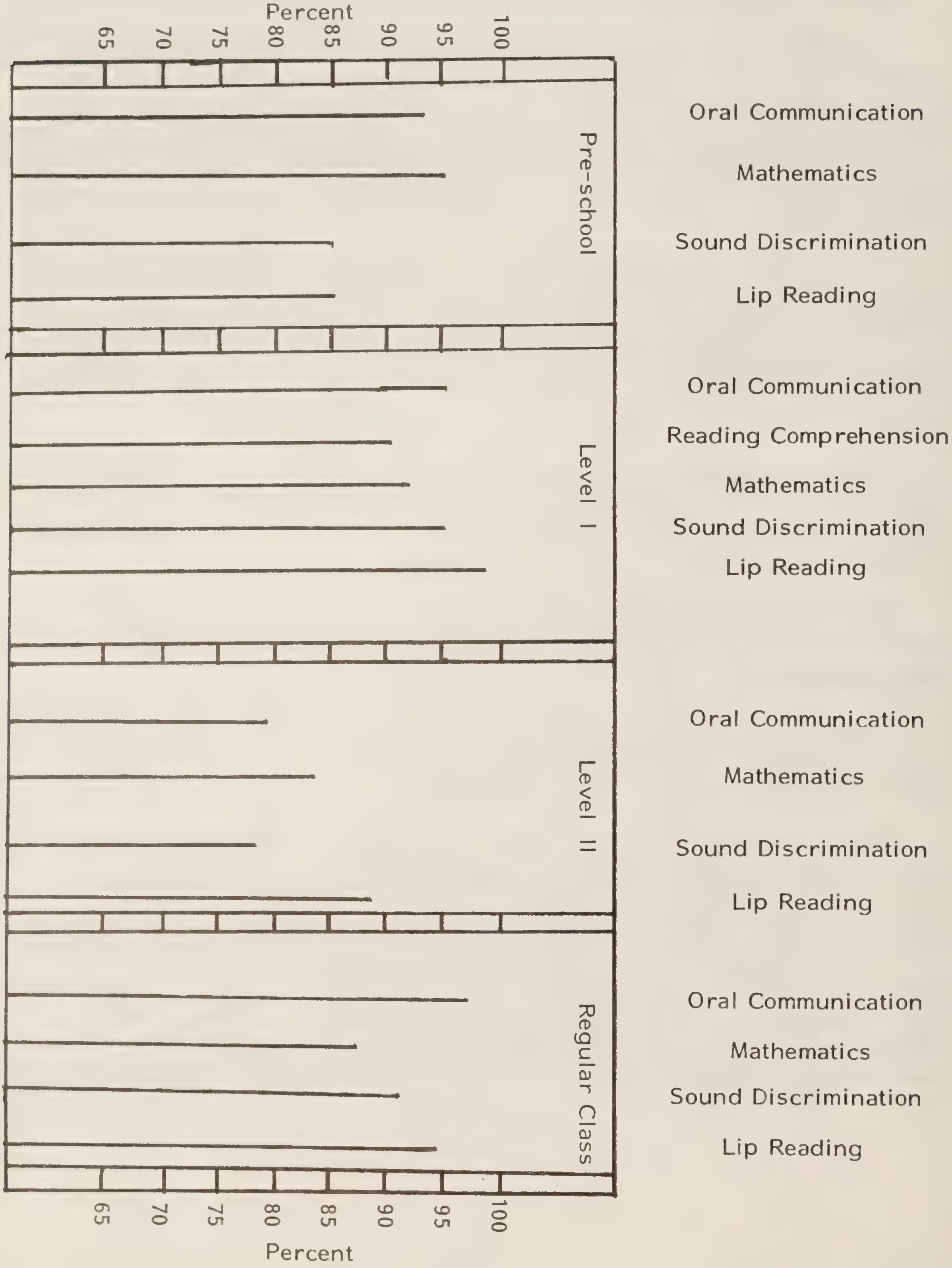
Average attainment of the Level I class group in reaching the established objectives was 95%. The lowest percentage of objectives achieved by a child in the group was 80%. Four of the seven children in the class achieved 100% of the objectives that were established for them.

Average attainment of the Level II group in reaching the established objectives was 79%. Three children achieved 100% of the objectives that had been established for them.

Children who achieved 100% on objectives were challenged with additional skills-development tasks, while those who achieved at low level were given fingerspelling to enhance communication skills.

Group progress in the development of oral communication skills of the seven children who were assigned to regular classes, and who also received tutorial help from the project teachers is reported in Figure I. The average attainment of this group in reaching the established objectives was 97% and the lowest achievement of objectives by a child was 90%. Three children achieved 100% of the objectives that had been established for them. These children were able to communicate adequately with their classmates even though there is a distinct gap in their level of oral communication skills and that of their normal-hearing peers. Whatever the differences were, both groups of children were able to bridge the gap.

FIGURE I
PERCENTAGE OF OBJECTIVES MET
BY EACH GROUP AND IN EACH PROGRAM AREA.



3. By June 1, 1974, each student in the program will demonstrate significant improvement in reading comprehension skills.

This objective did not apply to the pre-school class or to four of the children assigned to regular first, second, and fifth grade classes. Competencies in reading comprehension of the children in the ungraded Level I class were measured in the fall by using the checklists from the curriculum guide. After the reading comprehension competencies of each child had been assessed, a level of expectancy based on his performance was projected. After evaluation was completed in the spring, achievement was converted into a percentage of mastery of objectives established and data were converted to graph form.

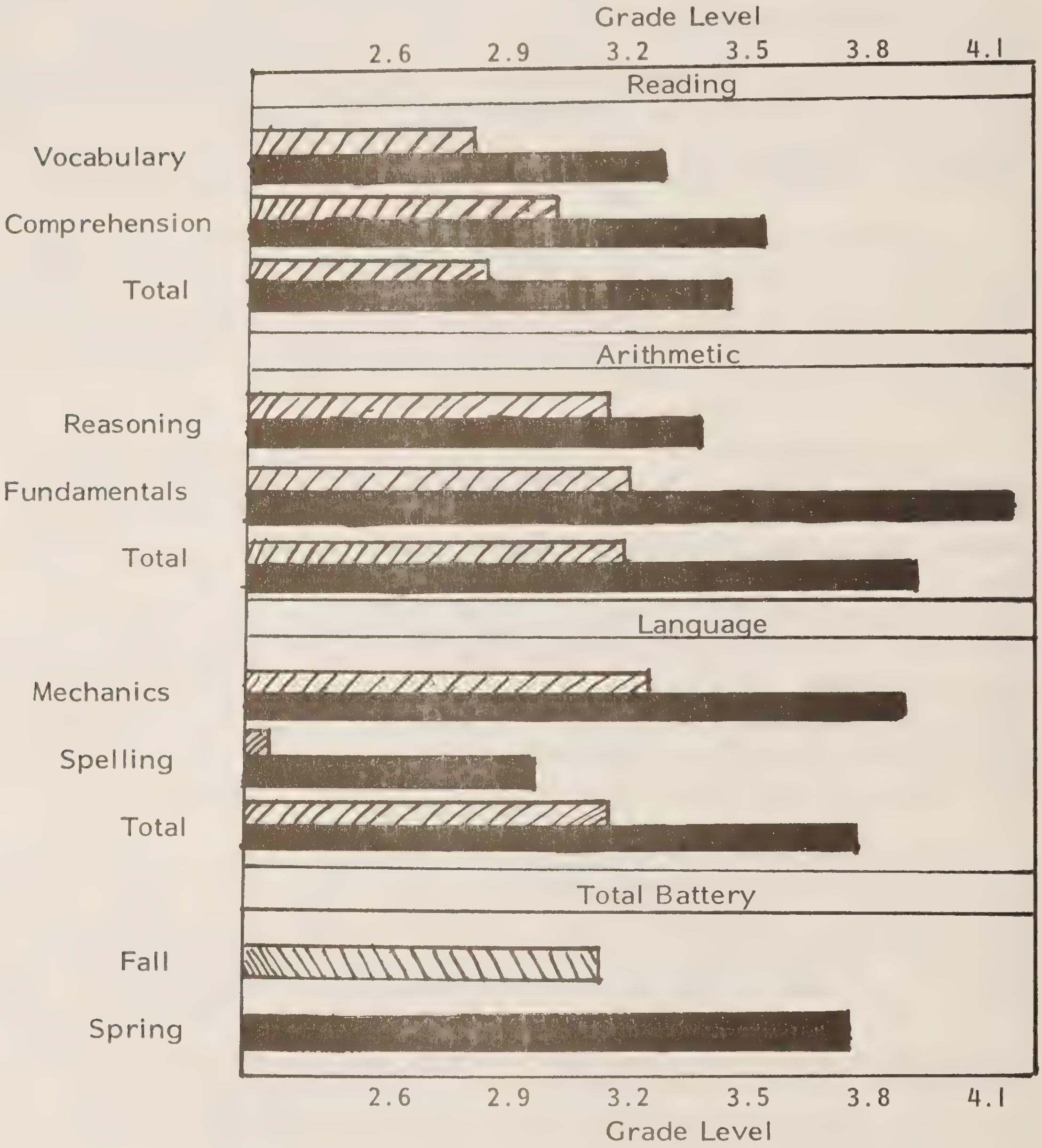
Figure I depicts the group progress in development of reading comprehension skills of the Level I class. Average attainment of the group in reaching their objectives was 90%. The lowest percentage of objectives achieved by a child was 60%. Five of the seven children attained 100% of the objectives that had been established for them.

The California Achievement Tests, Upper Primary were used as pre- and post-tests to determine the reading progress made by the children in the ungraded Level II class and the three children who were assigned to a regular third grade class. While this instrument was not normed for hearing impaired children, it was one of our objectives to educate these children toward adjustment in a normal population. Thus, using the publisher's directions, and treating these children as those with normal hearing in the test environment, we were able to measure not only a level of academic skill development, but also to evaluate their adaptation to functioning in a typical class setting. Though going over directions and samples took slightly longer than usual, other timing followed the publisher's schedule.

Figure II presents the group data for reading as measured by the California Tests. The average gain for the Level II children was approximately six months and the individual gains ranged from near zero to two years. An inspection of the California Test data for individual children revealed that some of the highest functioning children demonstrated only average or below average test-score gain. For those children the test simply did not allow enough range to measure the growth. They had "topped out" on the test. This point helps account for the relatively unimpressive group gain. In actual score level, only two of the twelve students were below the 3.5 level on the post-test and several were near or above the 4.0 level.

Although progress in language was not specified as an objective, the language section of the achievement test was administered to reinforce our assessment of progress made in communication skills by the students in the ungraded Level II class and the three children assigned to a regular third grade class. Those data, also, are included in Figure II.

FIGURE II
READING PERFORMANCE OF LEVEL II CHILDREN AS MEASURED BY THE CALIFORNIA ACHIEVEMENT TEST - UPPER PRIMARY LEVEL



Since these scores in reading and language are based on the publisher's norms for the general population, our conclusions are that these children have developed and are continuing to develop those skills in reading and language that permit them to compete on a very favorable basis with children who have normal hearing.

4. By June, 1974, each student in the program will demonstrate significant improvement in mathematics skills.

Mathematics competencies of pupils in all classes were assessed in the fall by using the items in the curriculum guide. Information gained from this assessment was used to develop individual math programs, and levels of expectancy based on initial performance were projected. When post-assessment was completed in the spring, achievement was converted to a percentage of mastery of objectives established, and data were converted to graph form.

Figure I presents data to indicate group progress in development of mathematics concepts. As a group the children in the pre-school class achieved 95% of the ojbectives that had been projected. The lowest percentage of objectives achieved by a child was 80% and four children achieved 100% of the objectives that had been projected for them. As a group the Level I children attained 91% of the objectives in the development of mathematics concepts. The lowest percentage of ojbectives achieved by a child in this class was 80% and three children attained 100% of the objectives set for them. The Level II children attained 82% of the objectives established in the development of mathematics concepts. Two children in this group attained only 50% of the mathematics objectives. Four children attained 100% of the mathematics objectives.

The seven children assigned to regular classes attained a group average of 88% of the objectives that had been set for them. The lowest percentage of mathematics objectives achieved by a child in this group was 75%. One child attained 100% of the objectives that had been established for him.

The California Achievement Tests - Upper Primary were also used to measure the progress in mathematics of the children assigned to the ungraded Level II class and the three children assigned to a regular third grade class. As had been done in reading, the publisher's directions were used in the administration of the tests. The group scores for arithmetic on both the pre- and post-measures are included in Figure II. The average gain in Total Arithmetic for the group was 7 months, and the range of gain for individuals was from near 0 to 1.1 years.

These test results reveal performance in arithmetic at a level which is near normal for their grade level. The children should be able to compete favorable in arithmetic with their normal-hearing peers.

5. By June 1, 1974, each student in the program will demonstrate significant improvement in the discrimination of sounds.

Competencies of all pupils in the area of sound discrimination were assessed in the fall by using the items on sound discrimination listed in the curriculum guide. Information gained from the pre-assessment was used to develop individual programs , and levels of expectancy based on initial performances were projected. When post-assessment was completed in the spring, achievement was converted to a percentage of mastery of objectives established and data converted to graph form.

Figure 1 presents data to demonstrate group gains made during the year in developing sound discrimination skills. As a group the pre-school class children attained 85% of the objectives that had been projected for developing sound discrimination skills. The lowest percentage of objectives attained by a child was 60%. Three children attained 100% of the objectives established for them in developement of sound discrimination skills.

The average attainment of objectives for Level I group in developing sound discrimination skills was 93%. The lowest percentage of objectives reached by a child was 80%. Four children reached 100% of the objectives established for them in discrimination of sounds.

The average attainment of objectives for Level II group in the development of sound discrimination skills was 77%. The lowest percentage of objectives reached in developing sound discrimination skills by a child in this group was 70%. Two children reached 88% of the objectives that had been established for them in development of sound discrimination skills.

The group average of objectives attained by the seven children assigned to regular classes in the development of sound discrimination skills was 91%. The lowest percentage of objectives attained by a child in this group was 80%. and one child achieved 100% of the objectives established for her.

Test results show that most children made significant progress in developing sound discrimination skills. For children who were not making satisfactory progress, a fingerspelling program was begun early in the school year to give them an additional means of developing communication skills.

6. By June 1, 1974, each student in the program will demonstrate significant improvement in lip reading.

Competencies of all children in the area of lip reading skills were assessed in the fall by using the lip reading items listed in the curriculum guide. Information gained from ther pre-assessment was used to develop individual programs in lip reading. Individual levels of expectancy based on their initial performances were projected. After post-testing was completed in the spring, achievement was converted to a percentage of mastery of objectives established and data converted to graph form.

Figure I shows group gains made in development of lip reading skills by children. In the pre-school class, children attained 85% of the objectives that had been projected for them. As a group, the Level I children attained 98% of the objectives that had been set for them. One child attained 90% of her objectives in this area and the six other children in the class attained 100% of their objectives. It appears that the projections made in the fall for these children in developing lip reading skills were too low. Their teacher did challenge them by providing additional items for the children to master as the year progressed. Records of progress made in those additional areas were not kept, however, and are not included in this report.

The percentage of objectives attained by the Level II children in development of lip reading skills was 87. This was their best group score of the four areas projected-oral communication, math, discrimination of sounds, and lip reading. The lowest percentage of objectives attained by a child was 78 while one child attained 100% of the objectives that had been set for him in this area.

The group average percentage of objectives attained in the development of lip reading skills, by the seven children who were assigned to regular classes, was 94%. The lowest percentage attained by a child in this group was 90 and three children attained 100% of their objectives. Once again, it can be assumed that the predicted level of expectancy for these children in the development of lip reading skills was too low. Work, in addition to that which was planned in the fall, was included in the program for these children.

7. By June 1, 1974, parents of children in the project will be able to identify educational needs of their children in the areas of oral communication, discrimination of sounds, reading comprehension, mathematics skills and lip reading.

Shortly after school opened, parents assembled for their first general meeting of the year. The program topic was "Child Growth and Development." Additional activities of the meeting included discussing school program objectives for the year, deciding, on four additional program topics, and setting a schedule for the programs.

During the year parent conferences, observations in the classrooms and home-school notebooks were used to assist parents in identifying the educational needs of their children in the areas of oral communication, discrimination of sounds, reading comprehension, mathematics skills, and lip reading.

Twice a month teachers prepared newsletters in which they explained current topics of study, and commented on any difficulty the children might be having and mentioned strengths the children were exhibiting at that particular time. Parents responded to the newsletters by suggesting things they could do at home to help in a paritcular area of study. Table I presents data which demonstrate the amount of participation by parents in the programs of the project.

TABLE I

PARTICIPATION BY PARENTS IN PROJECT PROGRAMS

	Pre School	Level I	Level II	Integrated
Telephone and Personal Conferences	113	42	73	30
Classroom Observation	15	15	8	0
Attendance at Meetings	25	27	24	19

8. By June 1, 1974, parents of children in the project will be able to assist in the planning of programs to meet the educational needs of their child.

During the first week of May, 1974, project teachers sent parents a newsletter which listed several areas that were to be considered in the joint development of a prescriptive program for their children during the summer months.

Parent-teacher meetings were held for each of the four classes. The purpose of these meetings was to develop a program for each child that would be carried out by his family.

Parents thought they could best help their children in the areas of natural language development and sound discrimination. They also indicated a desire to provide a variety of experiences in reading for the children such as taking them to the library to get books on their own level, listening to the children read orally, reading to the child frequently, and encouraging the children to read comic strips and comic books. Parents suggested keeping a travelogue for any trips which they made as a family.

The teachers incorporated the suggestions of parents with thos of their own. They prepared and printed the prescriptions for each child. These were given to parents at the end of school. Parents will keep a written record on how the prescriptions worked with their children this summer. These records will be returned to the project teachers in the fall. Information gained from the parents' records will be used to improve the prescriptive programs for next summer.

Copies of the prescriptions prepared jointly by the parents and teachers are on file in the project director's office and will be shared upon request with personnel working in similar programs for hearing impaired children.

9. By June 1, 1974, pupils who need more than an oral approach for developing communication skills will show proficiency in using fingerspelling.

A meeting was held with several parents during the fall, 1973, to encourage them to let their children learn fingerspelling. Some of these parents had been very much opposed to fingerspelling as a means of communication but at the meeting all agreed that learning fingerspelling was now in the best interest of their children. Parents were also encouraged to learn fingerspelling and a schedule of night and morning meetings was set for the parents who agreed to attend. (These meetings were not reported as part of the regular parent meetings in Objective #7.)

Some parents whose children were making excellent progress in the program decided they wanted their children to learn fingerspelling. These children were included in the group of nine who participated in fingerspelling classes throughout the year. Prior to starting the fingerspelling classes for children and parents the staff member designated to teach this skill established objectives that were to be achieved by both groups by the end of the year. Average attainment of the group of children in reaching the objectives in fingerspelling was 90%. The lowest percentage of objectives attained by a child was 80%. Four children attained 100% of the objectives established for them. The seven parents who participated achieved 100% of their objectives.

Children and teachers used fingerspelling throughout the year as the need arose to clarify and stregthen communication. Development of this skill will be continued next year since it proved to be very beneficial in facilitating learning.

THIRD PARTY EVALUATOR'S COMMENTS

The year covered by this report is the last year of federal funding for the Program for Hearing Impaired Children in the Gaston County Schools. Therefore, the progress made by children during this year is only a small part of the total progress made by the project and the children who participated in the programs. Indeed, because the data for this year represents only a part of the total project progress, these data may be misleading, especially the standardized test scores. Children in the programs have developed to such an extent that academic functioning levels, even for children with severe or profound hearing loss, are near or above the norm for all children in the school system. Some of the children simply "topped out" on the standardized tests and could not demonstrate the amounts of gain which actually took place.

Furthermore, a comprehensive currciulum plan was developed by the project for use in all program areas. The current year was the first year of implementation of that curriculum plan and its related individualized objective-setting procedures. In some cases, the objectives which were set for children were too optimistic and for others, the objectives were not difficult enough. Accordingly, the reported percentages of objectives met were distorted to some extent because of the newness of the procedure.

It is the opinion of the third party evaluator that the Gaston County Schools project is truly exemplary and should be treated as such. The programs will be continued by the school system as an integral part of their programs. Persons who are interested in programs for hearing impaired children are advised to observe this project for organizational and curriculum features which may be appropriate for other locations.

PROJECT TITLE:	Project for Children with Learning Disabilities
TYPE OF PROJECT:	Resource Program for Learning Disabled Children in the Primary Years
LOCATION:	Smithfield, North Carolina
ADMINISTRATIVE AGENT:	Johnston County Board of Education Box 1336 Smithfield, N. C. 27577 (919) 934-4129
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$17,325
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The Johnston County School System has a history of providing services for a limited number of exceptional children; educable mentally retarded, trainable mentally retarded, homebound, speech impaired and gifted. In 1971 the demonstration Learning Disabilities Project at Clayton Primary School provided the first systematic program for children with learning disabilities, behavior problems and emotional problems in Johnston County. That program was expanded during 1972-73 providing additional services to children with learning disabilities. During the past school year that program has been expanded to yet another school so that the number of children with learning disabilities being served in Johnston County will increase proportionately. There are currently three schools involved in the program and donot provide services to anywhere near the total number of children in Johnston County that are in need of such programs.

OBJECTIVES AND EVALUATION PLAN

1. By May 31, 1974,75% of the Learning Disabled pupils seen prior to October 31, 1973, for turoring by the Resource Teacher will increase 6 months in reading skill areas as measured by a standard achievement test.

   The Metropolitan Reading Test was administered to students on a pre-post-test basis.

2. By May 31, 1974,75% of the children referred for learning and other behavior management problems, who are evaluated by the project team prior to December 1, 1973, but remain full-time in the regular class while consultation is provided to the teacher by the team, will increase 6 months in reading skills as measured by a standard achievement test.

   The Metropolitan Reading Test was administered to such students on a pre-post-test basis.

3. By May 31,1974, 75% of EMR children placed in regular classroom and tutored by the Resource Teacher will maintain growth in reading skill areas demonstrated in previous years by EMR pupils.

   The Metropolitan Reading Test was administered to such students on a pre-post-test basis, their previous average reading skill rate determined and compared to the rate of growth during the past school year.

4. By May 31, 1974, 75% of children identified in objective number one will spend increased time in regular class.

   The resource teacher kept weekly logs of the amount of time spent in regular classrooms.

5. By May 31, 1974, 60% of the children referred for displaying chronic unacceptable aggressive behavior will demonstrate more appropriate means of expression.

   The resource teacher collected pre-post-test measures of appropriate/inappropriate behavior by use of the CASES Observational Scale.

DESCRIPTION OF PROJECT

The program provided services specifically designed to meet the needs of a rural school system with large numbers of exceptional children. The approach make use of a functional consultative team with the objective of implementing services to learning disabled and educable mentally retarded children in a target primary school.

A team approach-including school and community resources-characterized the approach in assisting teachers in the diagnosis and remediation of learning disabilities. In addition, classroom teachers were encouraged to incorporate identification procedures and some forms of remediation for these children within their classrooms.

In-service was provided to personnel within the target schools and in other schools upon request for information and development of informal teacher diagnostic skills. Teachers who refer children were incorporated into the learning disabilities team and received direct and/or indirect services such as consultation, evaluation, remedial suggestions and/or materials, and classroom demonstrations. That team incorporated not only the permanent learning disabilities team members, but also the child's parents, teachers, and other agencies or services involved in providing services to that specific child.

The resource teacher worked with the team in identification procedures, consultation and in-services where needed. She also worked directly with resource classes scheduled according to the needs of the students. One afternoon per week was used for staff consultation and teacher conferences. The resources teacher also served as consultant to regular classroom teachers who have educable mentally retarded children in their classrooms. The resource teacher also provided small group instruction in reading skills and language development as needed to the special program students.

The instructional assistant assisted the teacher in the resource classroom, providing release time for regular classroom teachers for learning disability conferences , served on occasions as an aide to the regular classroom teacher to provide more time for initiating individualized instruction with learning disordered children, and assisted in preparation of materials for both regular and resource teachers.

The school psychologist provided technical assistance in assessment and remediation, conducted specific child assessment, provided consultation to both resource and regular teachers, participated in in-service training for learning disability and school staff.

The consultants provided guidance and general direction for the project. They consulted the staff in all phases of the research including design and interpretation, selection of participants, and remediation techniques, plus other in-service and ongoing consultation and training throughout the year.

RESULTS

As a preface to this section it needs to be pointed out that lower levels of the Metropolitan Achievement Tests (appropriate levels for some of the project children) do not yield grade norms. Therefore, two tables are presented for each objective 1, 2, and 3. The table with subscript A refers to that group of children for which grade normed scores were available while Table B includes a different set of children for whom grade normed scores were not available. In the latter instance, percentiles are presented.

1. By May 31, 1974, 75% of the Learning Disabled pupils seen prior to October 31, 1973, for tutoring by the resource teacher will increase 6 months in reading skill areas as measured by a standard achievement test.

As indicated previously it is necessary to look at two groups of children relative to the evaluation of this objective; those for whom grade norms are available, and those for whom they are not. For those for whom norms are available, 15 of 16 (94%) made atlease some gain score over the pre-post examination period. As evidenced by the gain column of Table IA, the range of those scores were rather small. Figure 1 gives the distribution of Table 1A scores with a group mean of 6 months improvement in reading over the year.

FIGURE 1

Gain in Months*	Students Achieving
0 - .5	8
.6 - 1.0	5
1.1 - 1.5	2
1.6 - 2.0	1

* .5 equals 5 months of reading gain score

For those students with no norms (see Table 1B) 9 of 12 (75%) made reasonably sizable gains in the percentile rankings of those students. Group data indicated that the average pre-test percentile was 40.6, with an average post-test percentile rankings of 62.3, for a mean percentile gain of 20.8 percentile points across students.

As evidenced by Table 1B, achievement test results of 6 children were sufficiently large enough such that administration of a higher level test would be appropriate.

Overall then, while one-half of the LD students reached the stated objective, gains approximating youngsters with no problems, objective 1 was not realized. It is significant to note however that only 5 of the students made no better than negligible progress.

(See TABLE 1A)

TABLE IA

Reading Grade Norm Test Data
Learning Disabled Pupils

Student	Age	Pre-Test	Post-Test	Months Gained	Criterion Reached
1	6-8	1.6	1.6	-	no
2	8-2	1.9	2.2	3	no
3	8-1	1.9	2.1	2	no
4	9-2	1.8	2.5	7	yes
5	10-9	1.9	3.1	1.2	yes
6	9-3	3.7	4.5	8	yes
7	9-5	2.3	3.3	1.0	yes
8	8-0	1.9	2.5	6	yes
9	9-10	2.6	4.3	1.7	yes
10	10-7	1.9	2.2	3	no
11	9-9	2.7	3.5	8	yes
12	8-7	1.9	2.1	2	no
13	8-11	3.5	3.7	2	no
14	9-8	3.7	4.3	6	yes
15	7-8	1.6	2.1	5	no
16	10-1	2.6	2.9	3	no

TABLE IB

Reading Percentile Test Data
Learning Disabled Pupils

Student	Age	Pre-Test	Post-Test	Percentile Gain
17	6-6	54	28	-36
18	7-1	18	18	--
19	7-7	42	82	40
20	9-5	64	96	32
21	6-7	54	54	--
22	6-11	42	96	54
23	7-10	80	99	19
24	7-3	10	90	80
25	6-10	86	99	13
26	7-1	9	24	15
27	5-1	7	36	29
28	5-7	23	25	2
Average		40.6	62.25	20.8

(See TABLE 1B)

2. By May 31, 1974, 75% of the children referred for learning and other behavioral management problems, who are evaluated by the project team prior to December 1, 1973, but remain full-time in the regular class while consultation is provided to the teacher by the team, will increase 6 months in reading skills as measured by a standard achievement test.

Analysis of Table IIA indicates that only 2 of 5 (40%) of the children for whom normative reading scores were available achieved the specified level as articulated in the objective. An additional child was very close (5 months) to that specified level of a 6 month gain score. Across the group in Table IIA the group mean gain score was 4 months. By contrast gains among the group for which percentiles scores were available tended to be more positive. Five of the six students could be judged to be in a position to take a higher level test.

TABLE IIA

Reading Grade Norm Test Data
Pupils with Behavioral Problems

Student	Age	Pre-Test	Post-Test	Months Gained	Criterion Reached
29	9-3	1.8	2.4	6	yes
30	9-6	2.3	2.3	-	no
31	9-10	2.6	4.3	7	yes
32	9-0	1.6	2.1	5	no
33	11-8	2.3	2.5	2	no

TABLE IIB

Reading Percentile Test Data
Pupils with Behavioral Problems

Student	Age	Pre-Test	Post-Test	Percentile Gain
34	6-9	24	77	53
35	6-4	80	72	- 8
36	6-11	42	96	54
37	7-4	54	80	26
38	7-8	24	99	75
39	9-5	90	88	- 3
40	9-10	68	86	18

TABLE IIIA

Reading Grade Norm Test Data

Student	Age	Pre-Test	Post-Test	Months Gained	Criterion Reached
41	10-2	1.5	1.4	-1	no
42	9-7	1.7	2.9	3	yes
43	10-6	1.9	---	-	no
44	9-5	2.1	2.5	4	yes
45	10-4	1.7	2.0	3	no
46	10-4	1.5	1.6	1	no
47	10-6	2.0	2.3	3	no
48	9-9	1.6	2.1	5	yes
49	9-6	2.1	2.5	5	yes
50	10-8	2.1	2.3	2	no
51	11-4	2.8	3.3	5	yes
52	9-4	1.9	2.4	5	yes
53	9-9	1.6	1.6	-	no
54	9-1	2.0	2.3	3	yes
55	12-3	2.8	3.1	3	yes

TABLE IIIB

Reading Percentile Test Data
Educable Mentally Retarded Pupils

Student	Age	Pre-Test	Post-Test	Percentile Gain
56	6-11	28	80	52
57	9-9	32	70	38
58	8-7	24	42	18
59	8-8	48	96	48
60	6-7	36	36	--
61	6-7	23	42	19
62	6-7	46	54	8
63	6-6	16	54	38
64	7-10	12	4	- 8
65	10-2	48	42	- 6
66	6-8	64	88	24
67	8-2	18	99	81
68	8-8	24	82	58
69	6-2	32	36	4
70	7-2	54	80	26
71	8-4	68	68	--
72	10-10	98	99	1
73	9-5	72	99	27
74	7-3	26	99	73
75	7-11	58	96	38
76	9-5	12	42	30
77	5-6	23	39	16
78	5-1	24	42	18
79	7-0	32	72	40

3. By May 31, 1974, 75% of EMR children placed in regular classrooms and tutored by the resource teacher will maintain growth in reading skill areas demonstrated in previous years by EMR pupils.

As indicated in Table IIIA 8 of 14 (64%) EMR project youngsters were judged to have reached the criterion, with an average mean gain score of 2.7 months. The following reading achievement gain scores for EMR pupils enrolled during 1972-73 school year was available for the comparison: at age 8 (N=5) the gain was .2 months; at age 9 (N=5) the gain was .2 months; at age 10 (N=25) the gain was .5 months; at age 11 the gain was .3 months. In spite of the fact that the number of students in the comparison groups was small, the project students were compared to their age counterparts in judging the criterion.

In terms of percentile gains, 11 of 24 (45%) pupils had percentile gains in excess of 30 percentile points. Those pupils were evenly distributed over the age range 6-9 years inclusive of the 6 students who manifested minimal gain, i.e., gain--25 were in the age range (5-6) inclusive. Finally, five students achieved no gain in percentile score.

4. By May 31, 1974, 75% of children identified in objective one will spend increased time in the regular class.

Throughout the year there were eight students that displayed less need for time in a tutorial arrangement under the direct supervision of a classroom teacher. Those eight students received great consideration as to what program they should be placed in. It was the ultimate decision that six of those eight students should be phased out of the special class project and returned to the regular classroom on a full-time basis. Other than these data, none exist as to the evaluation of that program objective.

5. By May 31, 1974, 60% of the children referred prior to December 1, 1973, for displaying "withdrawn" or "hyperactive" behavior seen by the project team will demonstrate an increase in attending behavior.

Of the students involved in the program, nine were determined by program staff to exhibit either extensive withdrawn or hyperactive behaviors. It was an intended outcome of the program to substantially alter those patterns of behavior to the extent that those children would behave in a more environmentally appropriate manner. Table IV indicates that sizeable gains were achieved by at least 6 of those 9 students, with all 9 students showing overall improvement during the time spent in the program. The range of improved appropriate behavior, as measured by the CASE Observational Scale, was from 6% to 93% improvement,

TABLE IV

Behavior Patterns of Withdrawn and Hyperactive Students

Student	PRE Appropriate	PRE Inappropriate	POST Appropriate	POST Inappropriate	Increment in Appropirate
		WITHDRAWN			
1	9%	91%	85%	15%	76%
2	5%	95%	98%	2%	93%
3	23%	77%	45%	55%	22%
4	37%	63%	76%	24%	39%
5	32%	68%	57%	43%	11%
6	78%	22%	97%	3%	19%
		HYPERACTIVE			
7	37%	63%	77%	23%	40%
8	83%	17%	91%	9%	8%
9	55%	45%	61%	39%	6%
		AGGRESSIVE			
10	46%	54%	78%	22%	32%
11	42%	58%	91%	9%	49%
12	40%	60%	93%	7%	53%

with a total group mean improvement of 35% over pre-test measures. The program was far more successful in generating change scores in withdrawn students than in hyperactive students. This is reflected in a group mean change score of 43% improvement for the withdrawn as compared to 18% for the hyperactive group. This is also clearly visible when examining the amount of individual improvement in appropriate behavior across the two groups.

Table IV also illustrates the degree of success achieved with three of the students displaying "aggressive" behavior. Each was shown to demonstrate substantial improvement in appropriate behavior patterns during involvement in the project. The percentage of appropriate behavior patterns was less than 50% at the time of pre-testing, but had risen to above 90% in 2 students with the others post-testing at 78% appropriate behaviors, for a mean improvement over the three students of 45%.

THIRD PARTY EVALUATOR COMMENTS

As indicated by the child change scores on the Metropolitan Reading Test, the project was very successful in generating considerable improvement in reading skills. It is significant to note that this change was demonstrated in a portion of North Carolina that has been shown to contain a disproportinate number of students functioning below those in other areas of the state.

Although the data reported by the project indicate accomplishment of objective four, and indeed, the criteria for accomplishment was achieved, there exists a need for further specification of those necessary data. Considerable consideration is always essential in establishing criteria for child placement back into regular classroom situations on a full-time basis and involves both the teacher's acceptance and ability to deal with the learning uniquenesses of a special child. Beyond placement, any program must consider the necessity of additional support for that regular classroom teacher in providing for those uniquenesses to ensure successful experiences by such a child.

In an effort to supplement informal and formal assessments of the project's impact and thus plan for continuity of program objectives, two needs-assessment surveys were utilized. The first, a nominal group process (Delbecq) involved gathering of information on areas of concern through small group meetings. Learning Disability teachers, aides, and selected classroom teachers were involved. Secondly, a general needs satisfaction questionnaire was administered to project staff. The recommendations of these efforts included (1) the project provide comprehensive services to a wider range of exceptional children, (2) spring screening of children for tutoring, (3) increased consultation time for the classroom teacher, and (4) increased numbers of project staff meetings. These recommendations as well as plans for improving instructional and evaluation procedures are incorporated in the projected plans for next year.

PROJECT TITLE: Project Reach (1973-74)

TYPE OF PROJECT: Preschool Developmentally Handicapped

LOCATION: Vinson-Bynum School
Wilson City Schools

ADMINISTRATIVE AGENT: Wilson City Schools
Wilson, N.C.

FUNDING SOURCE: P.L. 91-230, E.H.A., Title VI-B

FUNDING ALLOCATED: $24,000

PROJECT BEGINNING DATE: July 1, 1973

PROJECT ENDING DATE: June 30, 1974

BACKGROUND AND RATIONALE

Wilson is the County Seat of Wilson County located about 50 miles east of Raleigh in the tobacco belt of North Carolina. The County is largely agricultural producing tobacco, corn, cotton, small grains, sweet potatoes and truck crops. The Wilson City Schools serves a city population of around 30,000. In spite of increased industrialization, approximately 26% of public school children come from families earning less than $3,000 per annum. Also, the ESEA Title I survey in 1972 indicated that 45% of public school children in the Wilson City Schools are "educationally deprived." As recently as 1970, about 25% of school age children in the County and City were categorized as mentally retarded.

A survey conducted in 1972 indicated that 8 school age students within the city school system were excluded from public school because of profound handicapping and developmental conditions: either physical, mental or social. Also, it was found that some children were attending school but were inappropriately placed and not profiting from the school experience because of developmental disabilities. Before project Reach, the Title VI B Program was established.

There were no provisions for these children or excluded children. By nature of the disability many children were unable to participate in regular classroom activities and through the years the number of children unable to participate increased. The purpose therefore, of the development of this program was to fill this existing gap in services to exceptional students: particularly those with severe handicapping problems.

OBJECTIVES AND EVALUATION PLAN

1. To develop and/or increase gross and fine motor skills of children served by project.

   The evaluation procedure utilized to determine the extent of this objective has been reached will be the use of the Learning Accomplishment Profile on a pre-test post-test basis along with records of staff and parent judgment.

2. To develop language abilities of students served by the project.

   The evaluation procedures here again will be use of the Learning Accomplishment Profile in a pre-test, post-test fashion. In addition, the Peabody Picture Vocabulary Test will be administered in a pre-post-test fashion.

3. To increase the preceptual developmental skills of children served by the project.

   To evaluate this objective the Frostig Test of Visual Perception will be administered on a pre-post test basis.

4. To increase cognitive skills of children served by the project.

   Again the Learning Accomplishment Profile will be used to measure the extent this objective will be met.

5. To increase social and emotional skills of students served by the project.

   Again the Learning Accomplishment Profile will be used on a pre-post test basis to measure this objective.

6. To increase staff knowledge of developmental handicapped children.

Anecdotal records of products developed by the teaching staff will be surveyed to observe improvement in these products through the year such as lesson planning, establishment of objectives, prescriptive plans, soforth.

7. To establish a parent education program for the parents of handicapped children enrolled in the program.

   Evaluation of this objective will be conducted in an administrative nature that is records will be kept of the activities conducted to demonstrate that a parent education program has been conducted.

DESCRIPTION OF THE PROJECT

The project staff consist of the project director, one teacher, and two teacher assistants. In addition, college volunteers were active in the program throughout the year as well as were community volunteers.

The program itself was one of a prescriptive developmental nature; that is the Learning Accomplishment Profile was used to determine the level of development of the children enrolled in the program and as a result objectives across the developmental areas of gross and fine motor development, auditory development, visual development, language development and social development, and preceptual development were established. Based on the objectives for these children lesson plans were developed to work on each child's main deficit areas. The types of activities that were undertaken during the year in each of the areas are as follows:

GROSS MOTOR ACTIVITIES

In this area a task analysis procedure was used to breakdown the needs of each child into small precise teachable steps. Activities centered around the following: jumping rope, use of horizontial bars, playground slide, practicing walking up and down stairs, outdoor games, obstacle courses, use of music games, gross motor activities such as summersalts, tumbling, jumping and rolling.

FINE MOTOR DEVELOPMENT

Following this same procedure in the area of fine motor development, the activities included self feeding, dressing, indoor finger games, drawing, writing and tracing, coloring, cutting and pasting, bead stringing and using manipulative puzzles.

TABLE 1
PRE AND POST TEST SCORES ON THE LEARNING ACCOMPLISHMENT PROFILE

Child	GROSS MOTOR (57 items)			FINE MOTOR (47 items)			SOCIAL (38 items)			SELF HELP (38 items)			COGNITIVE (47 items)			LANGUAGE (53 items)		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
1	9	19	10	2	8	6	6	13	7	8	30	22	1	11	10	12	14	2
2	17	31	14	5	16	11	6	32	26	16	32	16	3	21	18	15	39	24
3	5	10	5	2	10	8	3	15	12	11	13	2	4	10	6	14	22	8
4	18	29	11	15	32	17	13	29	16	10	24	14	22	32	10	44	45	1
5	5	16	11	11	47	36	15	33	18	36	38	2	47	47	0	51	53	2
6	in wheel chair			34	40	6	9	34	25	11	26	15	32	45	13	48	53	5
7	25	28	3	5	19	14	7	31	24	7	20	13	7	31	24	15	43	28
8	23	35	12	5	33	28	4	22	18	11	33	22	0	8	8	8	29	21
9	13	23	10	8	9	1	12	21	9	3	16	13	2	2	0	9	14	5
10	26	28	2	7	13	6	2	21	19	8	26	18	1	20	19	13	36	23
11	9	21	12	11	29	18	27	34	7	11	34	23	15	32	17	25	44	19
12	6	11	5	11	37	26	11	30	19	15	34	19	10	40	30	25	50	25
No. of children improving.			11			12			12			12			10			12
Average no. items improved.			7.9			14.8			16.6			14.9			12.9			13.5

LANGUAGE DEVELOPMENT

In the area of language development as a result of task analysis procedures, prescriptions were written for each student and the resulting activities occured: role playing, listing games, comprehensive games, oral expressive games, lessons in developing following auditory instructions, singing games, and various social activities.

PERCEPTUAL DEVELOPMENT

In the area of perceptual skills again based on the Learning Accomplishment Profile, activities were developed and included discrimination between likenesses and differences, color discrimination games, special relationship activities, directional activities, size discrimination lessons, and the use of the Frostig Developmental Materials and the Peabody Program.

COGNITIVE DEVELOPMENT

For the development of cognitive skills activities were established to meet objectives in that area which included such things as discrimination games, matching games, association games, classification lessons, and verbalization activities.

SOCIAL AND EMOTIONAL DEVELOPMENT

In the area of social and emotional development the project concentrated on personal grooming, interpersonal relationships among students through group play and other activities, and the use of leisure time activities.

RESULTS

To look precisely at each objective the results will be presented objective by objective.

1. To develop and increase gross and fine motor skills of children served by the project.

The Learning Accomplishment Profile, a Criterion Referenced Developmental checklist was used to ascertain increases in development in gross and fine motor skills. The profile was used continuously throughout the school year, primarily as a tool for accessing developmental levels of abilities for instructional purposes. Increases in gross and fine motor development were computed by subtracting a number of items passed in each area at the beginning of the year in October 1973, from the number of items that were passed successfully at the end of the school year; May 1974.

Table I presents the data derived from the Learning Accomplishment Profile across the six areas of development. All but one of the children in the program demonstrated an increase in gross motor development from the beginning of the year to the end of the year. The child who did not is non-ambulatory and uses a wheel chair. The average increase number of items passed was 7.9 or almost 8 items.

In the area of fine motor development the data indicates that all 12 children demonstrated an increase from the beginning to the end of the year with an average gain of almost 15 items. These data indicate that Objective number one was met. However, questions can be raised; was the objective too easy, just right, or too difficult. In that , there is no standardization information on the Learning Accomplishment Profile, the question arises as to whether a 15 point gain, which was the average, reflects effective instruction for this type of child.

2. To develop language abilities of students served by the projects.

Again, the Learning Accomplishment Profile was used and the results can be seen in Table I. All 12 children demonstrated increases in language development from the beginning to the end of the year. The average number of items gained, was 13.5. Again, there is no yard stick to measure the average gain against to look at the relative effectiveness of the programs. However, there is no doubt that these data indicate that objective number two was met.

In addition the Peabody Picture Vocabulary Test was administered on a pre and post test basis. This data is quite incomplete, but demonstrates in the case of 5 of the children in the program a dramatic increase in mental age with a range of a 1.2 year increase to a 3.8 year increase. Due to incompleteness of the data (either the pre test or the post test scores were unavailable) the possibility remains that the remaining children made less dramatic gains in mental age.

3. To increase the perceptual development skills of children served by the project.

To gather information to measure this objective the Frostig Test of Visual Perception was utilized. Eight of the children enrolled in the program showed improvement on the Visual Perception Test from the beginning to the end of the year. The average amount of improvement was 1.8 years. This reflects a significant gain in perceptual development for these 8 children, but falls short of the objective in that not all 12 children demonstrated improvement.

4. To increase cognitive skills of children served by the project.

Again, Table I presents data to measure the accomplishment of this objective. Ten out of the 12 children enrolled in the program showed improvement in cognitive development as measured by the Learning Accomplishment Profile. An average of approximately 13 points were gained across the children in the program. One child showed no improvement because he was at the top of the scale on the pre test. The other child showing no improvement was at the very bottom of the cognitive scale and showed no gain. Objective four was not totally met because not all 12 children (in this case only one) did show improvement.

5. To increase social and emotional skills of students served by the project.

All 12 children demonstrated improvement in social development as measured by the Learning Accomplishment Profile. As can be seen in Table I, 16 items were gained on the average across the 12 children. This is by far the largest average gain across the six developmental areas. This is more significant when you take under consideration that the social scale on the Learning Accomplishment Profile has the fewest number of items. Objective number 5 was met, and relative to the other areas of the curriculum it appears that the program's efforts in the area of social emotional development had measurably more effect than the efforts in the other areas.

6. To increase staff knowledge of developmentally handicapped children.

There was no data collected to determine increases in knowledge of staff members of the project. However, an extensive record was kept of training activities that dealt with knowledge of developmentally handicapped children. This in-service training included 5 days of training by the Chapel Hill Outreach Program staff, eleven class sessions of in-service training through East Carolina University; the topic being Learning Handicaps in the Classroom. In addition, a two semester hour course under the direction of Mr. Creekmoore of East Carolina University and a follow through of three days of consulting services during the year were conducted.

7. To establish a parent education program for the parents of handicapped children enrolled in the program.

Twenty two parent sessions were held with a total of 31 parents participating in these sessions. Some home visits were made to provide training in prescriptive programming for the parents although this appeared to be a relatively weak part of the program. In addition, two parents served as volunteers in the classroom during the year. There is no doubt that the objective was met and that a parent-program was established. However, the extent of success of the program could not be measured during this first year, and it remains to be seen whether or not the establishment of the program was successful in producing desired effects with parents.

THIRD PARTY EVALUATORS COMMENTS

The developmental gains of the 12 children enrolled in the program are impressive. With very few exceptions all children demonstrated gains in almost every area of development. There is little doubt that this program made a greater impact on development of the children than would have been otherwise the case. However, the extent of the greater impact is difficult to determine in that there is little data of a similar nature (the Learning Accomplishment of Profile on other developmentally handicapped children) with which to compare. It appears that the greatest impact was made in the area of social and emotional development and the least impact on gross motor development. However, with motor difficulties having a neurological base in many of the developmentally handicapped children enrolled in the program the relatively lower gains in the area of gross motor development should be expected.

The anecdotal records and subjective comments of project personnel support the data in terms of the development in social skills. The project staff observed great gains in the daily personal and social behavior of the children.

Factors not measured by the data presented in this report should be included, such as the return of one student back to a regular classroom program due to the gains that were made in the program. Another student formerly diagnosed as autistic showed progress to the extent that he now communicates with staff and other children at a meaningful level.

Results of this year suggest that most of the project staff's time was put into the planning, development, and operation of the program for children, which left little time to concentrate on the objectives in the realm of parent programs. This resulted in a lack of evidence supporting the effectiveness of the parent component of the program. For a program of this size and the limited resources available, it is appropriate to spend most of this first year in developing the quality services to children. As the program moves into another year, there should be additional focus on the parent component of the program.

Almost of all the stated objectives for this program were met, particularly in the area of objectives for children in the program. As the program goes into another year, it would be desirable to specify the objectives for children in terms of the rate of development, rather than in an absolute increase in development. In this manner, the specific kinds of achievement in/or increase as well as the amount of increase can be taken into account in evaluating the effectiveness of the program. Some increases in development, particularly with young children, will be due to a result of maturation in the evaluation procedure needs to measure the extend of gains above and beyond that produced by maturation.

There is no doubt in this evaluator's mind that the project has had a demonstratable impact on children enrolled in the program. In some cases this impact has been remarkable. It is easy to talk about individualizing instruction and very difficult to carry it out. This project has demonstrated that individualized instruction for pre-school handicapped children can be carried out with significant impact.

PROJECT TITLE:	Regional Services for Handicapped Children
TYPE OF PROJECT:	Regional Consultant
LOCATION:	Bladen, Brunswick, Columbus Duplin, Hoke, New Hanover, Pender, Robeson, Sampson and Scotland Counties
ADMINISTRATIVE AGENT:	Whiteville City Schools 120 West College Street Whiteville, NC 28472 (919) 642-4116
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$23,711
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The results of a survey of programs for exceptional children in 17 local education agencies (LEA's) in 10 counties in the southwestern region of North Carolina (Bladen, Brunswick, Columbus, Duplin, Hoke, New Hanover, Pender Robeson, Sampson and Scotland) indicated that a number of gaps and weaknesses existed within those various LEA's. Those identified gaps and weaknesses can be categorized into four basic deficiencies: nonexistant or poor quality programs for various handicapping conditions; lack of specific guidelines within LEAs for identification and placement in special classes; the number of special educators are considerably less than necessary for the region, and; many individuals assigned to teach in special classes have no or minimal training in working with the exceptional child.

To assist in the elimination of these gaps and weaknesses, a regional consultant was funded to work directly with or coordinate others' efforts with teachers supervisors, and administrators of those LEA's. That consultant served as facilitator for and communicator between the local LEA's, support services and the Division of Exceptional Children in meeting identified needs to improve the quantity and quality of educational services to the exceptional child in that region.

OBJECTIVES AND EVALUATION PLAN

1. Through FY 1973-74, the consultant will assist all LEA's requesting help in planning written guidelines for screening, evaluating and placing of handicapped children.

   Continuous anecdotal records will be kept of all consultant activities and include: number of requests for assistance, and samples of any such models adopted by local LEA's.

2. Through FY 1973-74, the consultant will assist in the development of curriculum guides and materials in those LEA's requesting such services.

   Continuous anecdotal records will be kept of all consultant activities and include: number of formal requests for assistance, frequency and type of service delivered, and descriptions of and/or copies of curriculum and other instructional materials developed.

3. Through FY 1973-74, the consultant will plan and/or conduct training activities for teachers to increase their competencies in working with handicapped children.

   Anecdotal records will be maintained of workshops dealing with developing products. Such records will indicate: number of workshops and courses, nature and extent of each, and the number of participants of each. For those courses and workshops concerned with content and knowledge rather than developing material products, criterion-referenced checklists will be administered on a pre-post-test basis.

4. 80% of the workshop participants will successfully meet criterion of 80% of the workshop objectives in the areas of language development; reading and arithmetic. Records for workshops will include: number and type of workshop, number of participants, and percentage of participants achieving workshop objectives.

5. 80% of the teachers of handicapped children who were participants in one or more of the conducted workshops will demonstrate an implementation of 50% of the techniques presented in those workshops attended.

   Numerical and descriptive records will be maintained to indicate the number of teachers of handicapped children attending workshops and number of teachers implementing principles or techniques presented in workshops.

DESCRIPTION OF PROJECT

With an office in the administrative office building of the Whiteville City School System, the regional consultant was available upon request from any of the 17 LEA's in the region. Given that the region represents approximately one-sixth of the total area of North Carolina, that the region is primarily rural with numerous small communities, and that the consultant position was one of direct services to the LEA's, it was necessary for the consultant to spend a large portion of her time in the field with educational staff at the local levels.

The recipients of the consultative services can be broken into two general groups: administrators and teachers. The major intent of most consultant's activities directed toward administrators was in up-grading of existing programs. This included suggestions for filling vacated special education positions with certified teachers with training in teaching the exceptional child, making continued employment of non-certified special class teachers contingent upon course work leading to certification, placement of children in special classes only when more appropriate services are not provided in the regular classroom, and providing released time for teachers to attend workshops and professional meetings.

Assistance to teachers included development of guidelines for screening, placement, assessment and evaluation of the exceptional child, planning and writing of curriculum programs, coordinating educational services between agencies, and planning and/or conducting workshops and extension courses in the area of the exceptional child.

RESULTS

1. Through FY 1973-74, the consultant will assist all LEA's requesting help in planning written guidelines for screening, evaluating and placing of handicapped children.

During the funding period a variety of different requests were made by LEA's to which the consultant was responsive in providing assistance. The general areas of those requests and the number of LEA's making those requests are found in Table 1. These data suggest what one might anticipate given the frequency of various handicapping conditions. Requests and assistance were somewhat consistent across those categorical areas. Exceptions to this relative consistency are programs for the educably mentally retarded and homebound students, with 17 and 2 requests and deliveries respectfully. Other topics requested by a large percentage of the LEA's were the assessment of program needs and subsequent planning around those needs.

In addition to the above and deliveries the consultant scheduled 9 college extension courses to help local teachers move toward state certification, scheduled 44 workshops to improve teacher competencies, and laid the groundwork for a competency based consortium to certify teachers of mentally retarded children. That consortium is to become operational in August, 1974.

TABLE I
LEA's REQUESTING AND RECEIVING CONSULTANT SERVICES

Service Request & Received	Number of LEA's
Development of guidelines for EMR students	17
Development of guidelines for TMR students	8
Development of guidelines for LD students	10
Development of guidelines for G-T students	8
Development of guidelines for Homebound students	2
Development of guidelines for Speech Impaired Students	9
Assessment of program needs within the LEA	15
Program planning within LEA	13
Planning and writing projects	8

The analysis of the total number of requests from the LEA's, 416 in number, is direct evidence of the degree to which the consultant's services were in demand (see Table II). The column totals of the number of contacts and estimated amount of time spent during those consultant-LEA staff sessions further indicate that the majority of contact and time was spend with principals/supervisors (196 contacts, 451 estimated hours) and teachers (136 contacts, 302 estimated hours) and not with superintendents (84 contacts, 86 estimated hours). These data compliment those requests and delivery of services discussed previously and indicate that assistance in identification of program needs, program plans and program guidelines were the most attended to activities, necessitating major contact with LEA personnel most knowledgable about these programs.

TABLE II
PLANNING ASSISTANCE TO LEA's BY TYPE OF PERSONNEL

		Superintendents		Principals/Supervisors		Teachers		Totals	
LEA	No. of Requests	No. of Contacts	Est. of Time	No. of Contacts	Est. of Time	No. of Contacts	Est. of Time	No. of Contacts	Est. of Time
Bladen Co.	5	1	1	3	3	1	6	5	10
Brunswick Co.	41	7	10	21	48	13	34	41	92
Columbus Co.	100	18	9	36	40	46	75	100	124
Duplin Co.	32	8	4	19	64	5	16	32	84
Hoke Co.	28	9	8	11	48	8	20	28	76
New Hanover Co.	12	1	1	10	18	1	2	12	21
Pender Co.	24	4	2	15	50	5	18	24	70
Roberson Co.	20	1	1	14	30	5	18	20	49
Sampson Co.	9	2	3	6	14	1	6	9	23
Scotland Co.	4	0	0	2	6	2	4	4	10
Clinton Co.	17	5	10	9	24	3	13	17	47
Fairmont Co.	14	3	6	6	15	5	15	14	36
Lumberton Co.	17	1	1	9	22	7	17	17	40
Maxton Co.	1	1	1	0	0	0	0	1	1
Red Springs City	22	8	14	8	27	6	15	22	56
St. Paul's City	6	1	1	4	12	1	3	6	16
Whiteville City	64	14	14	23	30	27	40	64	84
TOTALS	187	84	86	196	451	136	302	416	839

Table II also gives contacts and time the consultant spent with each of the LEA's. A total of 141 requests were made from city LEA's with 275 requests coming from county LEA's (66% county, 34% city). The amount of time spent at city and county LEA's was also proportional to those figures and generally show that each contact had an approximate average duration of 2 hours. The total estimated time spent in direct contact with LEA personnel totals to 829 hours or the equivalent of 105 8 hour work days.

2. Through FY 1973-74, the consultant will assist in the development of curriculum guides and materials in those LEA's requesting such services.

Through the efforts and contacts of the consultant, several curricular materials were developed with local LEA staff. Table III is a listing of those items developed and unquestionably represents considerable time and effort.

TABLE III
MATERIALS DEVELOPED THROUGH CONSULTANT-LEA PERSONNEL CONTACT

Materials	No. Developed
Arithmetic curriculum guides for EMR	2
Science curriculum guides for EMR	1
Reading and Language inventories	2
Arithmetic inventories	2
Objectives for total TMR program	1
Behavior checklist for TMR	1
Vocabulary checklist	1

The second method utilized to evaluate this objective was that of requests for consultant services by local LEA's and the resultant contacts of the consultant with personnel from those LEA's. Table IV shows a total of 187 requests for such curriculum assistance from 15 of the 17 LEA's through the year. Project records indicate that all such requests were responded to with an average of three hours spent per contact. Contacts and time expenditures for curriculum and development were slightly more frequent with teachers as compared to supervisors and administrators. However, the data do not allow detailed comparison of time expenditures with materials developed, as a log of specific curricular activities was not maintained.

TABLE IV
CURRICULUM ASSISTANCE TO LEA's BY PERSONNEL CATEGORY

LEA	No. of Requests	Superintendents Principals/Supervisors		Teachers		Totals	
		No. of Contacts	Est. of Time	No. of Contacts	Est. of Time	No. of Contacts	Est. of Time
Bladen Co.	4	2	5	2	4	4	9
Brunswick Co.	20	9	32	11	35	20	67
Columbus Co.	36	16	15	20	60	36	75
Duplin Co.	15	9	36	6	30	15	66
Hoke Co.	19	8	36	11	33	19	69
New Hanover Co.							
Pender Co.	13	5	20	8	20	13	40
Roberson Co.	19	12	30	7	40	19	70
Sampson Co.	2	1	2	1	4	2	6
Scotland Co.	4	2	7	2	6	4	13
Clinton Co.	8	3	10	5	14	8	24
Fairmont Co.	10	6	12	4	10	10	22
Lumberton City	8	5	14	3	11	8	25
Maxton City							
Red Springs City	10	5	13	5	11	10	24
St. Paul's City	2	1	2	1	2	2	4
Whiteville City	17	6	9	11	30	17	39
TOTALS	187	90	243	97	310	187	553

3. Through FY 1973-74, the consultant will plan and/or conduct training activities for teachers to increase their competencies in working with handicapped children.

Due to many of the individuals serving as teachers of special classes having not yet attained certification, one of the major priorities of the consultant was to see that appropriate training activities were provided, leading toward certification and skill development. Those activities comprise the major categories of workshops, college courses, and group meetings. The general content, number of times each activity was conducted, approximate number of total instructional hours involved, and the number of participants for such activities are identified in Table V.

By far the most numerous activity conducted was the group meetings of which a total of 74 were presented, representing 154 hours of instruction. However, it is unrealistic to consider the total number of teachers involved in such meetings as the probability is high that many teachers attended more than one content session and are thus counted more than one time in the participant figures. The second most numerous activity conducted was workshops. The 44 workshops that were presented covered six major topics and account for approximately 125 hours of instruction. College courses, though fewest in number, included more total hours of instruction workshops and group meetings combined. It is also logical to assume that those courses provided more instruction per individual activity participant than did either of the other activities. In addition to serving as an information base, such courses also had the applicability to certification as special class teachers.

These three types of instructional activities then represent a substantial effort to provide necessary in-service training to LEA teachers in an effort to meet identified needs within that region of North Carolina. Although every hour of instruction cannot be attached to individual contributions of the consultant, responsibility for establishing and coordinating those activities taught by individuals external to this project required many hours of the consultant's time.

TABLE V
TRAINING ACTIVITIES COORDINATED AND/OR CONDUCTED BY THE REGIONAL CONSULTANT

Content of Training	No. of Each	Approx. Total Hrs.	No. of Participants
Workshops			
Curriculum Development & Material Utilization	26	82	205
Screening & Assessment	6	17	72
Cardboard Carpentry	1	4	22
Home-School Communication	6	12	100
Classroom Management	3	6	32
Mainstreaming	2	4	79
	44	125	*
College Courses			
Remedial Reading for the Handicapped	2	60	65
Introduction to Exceptional Children	2	60	64
Minor Problems in Special Education	1	30	24
Diagnostic and Prescriptive Teaching	3	90	93
Introduction to Gifted Education	1	45	19
	9	285	*
Group Meetings			
Certification	10	11	138
Screening and Assessment	18	24	455
Comprehensive Planning	23	73	105
Consortium/Staff Development	8	16	192
Inter-Agency Councils	4	8	64
Other	11	22	23
	74	154	*

* Cumulative totals are probably inaccurate due to multiple representation of individual involved in numerous activities.

4. 80% of the workshop participants will successfully meet criterion on 80% of the workshop objectives in the areas of language development, reading and arithmetic.

As the evaluation agreement for this project was entered into after the project had been operational for a few months, it was decided to examine the responses of participants in a selected sample of workshops. Table VI reports the results of the criterion checks of participants reaching workshop objectives at 9 individual curriculum workshops in the specified curricular areas.

Those data show that in each of the nine sampled workshops a minimum of 80% of the participants in each of those workshops meet the criteria of 80-100% accuracy of responses. Although these data are only representative, they do strongly indicate that following training a substantial percentage of the participants were able to perform with high degrees of success on workshop objectives. However, some of the computed and presented percentages, as reported by the project, are suspect of possible error in computation as some percentages are not attainable given the number of workshop participants.

TABLE VI
PARTICIPANT ACCURACY TO WORKSHOP EVALUATION QUESTIONS

Workshop Content	No. of Participants	% of Participants With 80-100% Accuracy
Learning Games for TMR students	39	100%
Teaching Arithmetic to EMR students	20	100%
Teaching Arithmetic to EMR students	30	80%
Teaching Arithmetic to EMR students	9	80%
Teaching Reading to EMR students	16	87%
Teaching Reading to EMR students	30	80%
Teaching Reading to EMR students	12	85%
Teaching Reading to EMR students	19	95
Teaching Reading to EMR students	19	94%

5. 80% of the teachers of handicapped children, who participated in one or more of the conducted workshops will demonstrate an implementation of 50% of the techniques presented in those workshops attended.

As evidenced above, there were large numbers of teachers in attendance at all workshops. As a result of this and other constraints, it was recognized that follow-up visits were not possible for all participants. Consequently, the consultant maintained anecdotal records of those participants followed-up by classroom observation, and the number that were, in the subjective opinion of the consultant visibly demonstrating the implementation of 50% of the skills covered in the workshop attended by that given participant. The subjective opinion was determined by a written checklist, of all topic skills considered in a workshop, of which the consultant observed evidence of teacher implementation. The results of those follow-up visits are included in Table VII.

TABLE VII
IMPLEMENTATION OF WORKSHOP SKILLS IN THE CLASSROOM

Workshop Content	No. of Participants	No. of Follow-ups	% of Follow-up Participants Implementing
Teaching Reading to EMR students	96	35	74%
Learning Games for TMR students	39	32	94%
Classroom Management	17	11	100%

These data indicated that those follow-up participants of workshops for TMR teachers and classroom management techniques were indeed applying a large number of the skills and techniques in their own classrooms. Although only 74% of the EMR teachers were implementing those procedures, the objectives, overall observations, was achieved. Of the total 78 follow-up observations, 85% of those participants (67 of 78 individuals) were meeting criteria established for classroom application.

THIRD PARTY EVALUATOR'S COMMENTS

The state of North Carolina is in an extended plan to improve programs in special education. This is evident in direction from the Division of Exceptional Children's development of local guidelines for inclusion of children in special programs, the development of program content, and the personnel who staff those programs. It is undoubtedly the more rural areas of the state that suffer from many of these inadequacies.

This evaluator had the opportunity to go into the field and observe the project consultant engaged in the daily delivery of assistance to personnel at the LEA level. On those occasions it was readily evident that if significant changes were to be made in certain programs, those changes would have to be originated from outside the local LEA special education staff. An immediate concern was that local level personnel would develop a reliance on the continued assistance with little or no skill development occurring. However, the variety of service assistance, encompassing along a continuum from identification of program needs to the delivery of training for the certification of staff, hopefully will provide those individuals with sufficient skills to perform many additional services for themselves. That concept has implication as to potential means of evaluating the effectiveness of the consultant thought observable changes in the kinds of assistance requested by LEA's over a period of time.

An observable complication in the evaluation of the effectiveness of the project was the failure of the consultant to establish systematic recording procedures to include all information that was agreed upon in the evaluation plan as indicies of success. Marking appointments in a small pocket calendar is no substitute for systematic anecdotal accounting of not only numbers but contents of those encounters. Analysis of the number of request and the number of LEA personnel contacts ironically are shown in the data of this report to exist in a one-to-one ratio. However, a frequent response of the consultant to this evaluator was the inability to attend to every request that comes from the local agencies. If that data were recorded, compiled and analyzed, it might well indicate that certain LEA's, topics or time of school year require allocation of resources unlike other facits as identified. Decisions, based on such an empirical basis, are far more easily jusitified, accounted for and undoubtedly beneficial than are those based on one's best recollection of events months in the past.

A final suggestion for improvement of the delivery of services and evaluation of those services is that some systematic assessment of needs be made across several LEA's. The past efforts of responding to "crisis situations" of need within a single LEA may better be served if similar needs are identified early and pooled resources are secured to meet identical needs across several LEA's. Such a plan should include a pre-or early operational unified needs assessment of representative personnel from each LEA coordinated through the efforts of the consultant.

In summary, the regional consultant has provided essential assistance to the LEAs' attempts to improve their programs for exceptional children. Those accomplishments should certainly not go unheralded but further accentuated through identified needs and program modification for improvement.

PROJECT TITLE:	Resource Center
TYPE OF PROJECT:	Resource Center for Educable Mentally Retarded and Learning Disabled Students in Regular Classrooms
LOCATION:	Roanoke Rapids
ADMINISTRATIVE AGENT:	Roanoke Rapids Graded School District 536 Hamilton Street Roanoke Rapids, N.C. 27870
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$9,750
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The Roanoke Rapids Special Education Program takes great pride in the systematic "self-analysis" that has been used within that program from its inception. Over a period of years it became evident that a number of gaps and weaknesses existed in the delivery of educational services to exceptional children in that program. In considering alternatives to the soluation of those program inadequacies, it was decided that the organizational structure of the program at that time would not alleviate those inadequacies. However, the addition of a program component which would bridge the gaps in the existing provision of services was felt to be the most viable alternative. That program component was identified as a resource center approach which was designed to accomplish the following:

1. Provide to exceptional children a viable option to self-containment in special education classes.

2. Provide services to exceptional children in need of special education services with as little interruption in their school life as possible.

3. Provide for staff with expertise in many areas to address themselves to the learning problems of exceptional children.

4. Provide for the services listed above through the use of present personnel and resources without disrupting the operation of a basically sound special education program.

OBJECTIVES AND EVALUATION PLAN

1. Each child will develop skills in math and/or reading according to the individual needs and ability.

   Each child was administered the Wide Range Achievement Test on a pre-post-test basis. In addition to pre-test results needs and abilities were identified and planned for on a prescriptive planning format with performance objectives stated for each child in appropriate curricular areas.

2. Selected handicapped children will participate in designated activities of regular classes in areas in which special programs are provided.

   Anecdotal records were maintained describing the general academic success and subjective staff judgements of the children's participation in the regular classroom.

3. Selected handicapped children will demonstrate confidence in performing with regular children.

   Anecdotal records were maintained for each individual child describing the nature and extent of each child's performance with regular children in an integrated setting.

4. Regular classroom teachers will utilize the resources of the Center.

   Anecdotal records were maintained on the utilization of the resource center and materials located in that center by individuals working with the special child in either the classroom or non-classroom situation.

DESCRIPTION OF PROJECT

To ensure a close working relationship between the resource center and each school's faculty a series of meetings were held at the beginning of the year with key teachers from each school in the district. The group was informed of the philosophy upon which the project was based, its physical structure, goals, behavioral objectives, and the anticipated population. Following the formal presentation of the abstract, teachers were given samples of the various forms to be used in screening, referral, and evaluation.

In addition to studying the Resource Center as an abstract entity, key teachers were prepared for their roles as agents to inform their fellow faculty members of the purposes of the Resource Center, its referral methods and its place in the school system as well as their role as their schools' expert referral agents. Upon returning to their schools the key teachers set up faculty meetings and provided each faculty member with the forms and information necessary to begin referral. After collecting and screening the initial referrals key teachers deposited those forms at the Resource Center, reviewing them with Center staff. Resource Center personnel scheduled observations and meetings with regular class teachers referring children.

Testing to identify learning disabled children includes the Slosson I.Q. Test and the Wide Range Achievement Test. When a student was identified as having a learning disability in either the area of reading or mathematics he began attending the Center. During the first few weeks of his attendance he was observed working with a variety of tasks and was given a series of diagnostic tests. Diagnostic tests used include:

(1) Stanford Diagnostic Reading Test
(2) Stanford Diagnostic Math Test
(3) Slosson Reading Test
(4) Silent Reading Diagnostic Test
(5) Peabody Picture Vocabulary Test
(6) Peabody Individual Achievement Test
(7) Key Math Diagnostic Test
(8) Durrell Analysis of Reading Difficulty
(9) Frostig Developmental Test of Visual Perception
(10) Webster Remedial Reading Test

When these tests had been administered, a test data summary sheet was completed giving a comprehensive make-up of the child's level of functioning. Using the information provided on the test data form, Resource Center staff designed a prescription for the student's specific needs and specified a grade level 'target objective' in the program area. Student progress was constantly re-evaluated during the course of his program and this information was communicated to his regular class teacher who is encouraged to establish supplemental programming in the class.

The Resource Center was staffed by existant Roanoke Rapids City Schools Special Education personnel plus an aide and operated Monday through Friday, 8:30 am - 5:00 pm. During the morning hours the Center was staffed by a middle school teacher of the EMR students, whose children were mainstreamed back into various regular classes. That teacher returned to her own classroom during the afternoon to work with her own students. The project director spent his mornings working with the senior high EMR class. However, at 12:15 pm those high school students left school for jobs under the

Special Education Work-Release Program, and the director operated the Center during the afternoon. Both Center staff members had the assistance of an aide in working with children at the Center.

RESULTS

1. Each child will develop skills in math and/or reading according to individual needs and ability.

Of the 14 educable mentally retarded and 54 learning disabled children served through the Resource Center during school year 1973-74, the primary focus of resource efforts were directed toward improvement of reading skills with math skill and spelling skill development a distant second and third respectfully. Of those 68 students receiving Center services, 54 were directly involved in reading programs, 15 were involved in math programs and 4 were involved in spelling programs. However, the actual number of students on which data are reported numbers 49, in that some students were involved in more than one program and 5 students were deleted from the program during the year.

Analysis of Table I will indicate that 47 of the 49 students made positive gain scores in reading on the post-test examination, with 2 students demonstrating no gain over their pre-test scores. The distribution of those gain scores in reading is as follows:

FIGURE I
DISTRIBUTION OF READING GAIN SCORES

GAIN	STUDENTS ACHIEVING
0 - .5	17**
.6 - .9	12
1.0 - 1.5	13
1.6 - 1.9	3
2.0 - 2.5	2
2.6 - 2.9	0
3.0 - 3.5	2

* Indicated months of academic growth: 1.0 equals 1 year - 0 months growth.

** Two of these demonstrate no growth, all others demonstrated growth.

When comparing the above gain distribution to the length of time students were in the program (Figure 2), it appears that many of the students were making gains comparable to the amount of time they spent in the program. This is borne out by examination of columns 2 and 5 of Table I which indicated that 24 of 49 students had reading gain scores equal to or surpassing the number of months they were in the program. In addition, many others were achieving at only slightly lesser rates.

FIGURE 2
DISTRIBUTION OF MONTHS IN PROGRAM

Months	Number of Students
3	1
4	0
5	4
6	3
7	19
8	10
9	12

Table I also indicates that of the 49 students of which reading data is available, 30 students (61%) achieved at or above the performance level, 16 students (33%) did not achieve up to the performance leve, and 3 students (6%) achieved precisely the performance level as specified for each student by program personnel.

Analysis of Table II indicates that of the 63 students served by the Center and for which data are reported, were generally making demonstrative gains in math skills as measured by the Wide Range Achievement Test. Individual analyses of student scores show 12 of 14 students (86%) made such gain during the school year. These gain scores range from as small as 2 months (child #14) to as much as 2 years 4 months (child #10). Distribution of those scores are presented in Figure 3. This suggests as is demonstrated that approximately

FIGURE 3
DISTRIBUTION OF MATH GAIN SCORES

Gain *	Students Achieving
0 - .5	7**
.6 - .9	1
1.0 - 1.5	2
1.6 - 1.9	0
2.0 - 2.5	4

* Indicates months of academic growth: 1.0 equals 1 year - 0 months growth.

** Two students demonstrated no growth on post-test examination.

one-half of the students (8 of 14 or 57%) are making gains (in months) in excess of the amount of time they are involved in the program.

The third and less significant area, as perceived by the project, is that of spelling. Table III reveals that only 4 students were actually planned and programmed for by Center personnel and each of these students was also involved in either the reading or math component of the program. Gain scores indicate that 3 of the 4 students did improve in spelling ability but none where commensurate to the amount of time in the program and generally not up to the level of growth anticipated by project personnel.

2. Selected handicappel children will participate in desgnated activities of regular classes in areas in which special programs are provided.

Selected EMR students from the primary, intermediate, and middle school levels participated in academic areas in the regular classroom. Each selected student participated in either reading or mathematics. EMR students were chosen by their special education teacher, the Director of Special Education, and the Resource Center staff. Criteria used in selecting students included social and emotional maturity (i.e., an ability to deal effectively with the regular class environment) and a demonstrated strength in either mathematics or reading. Scores on the Wide Range Achievement Test, the Key Math Diagnostic Test, and the Stanford Diagnostic Reading Test were used to select those EMR students to be integrated into a regular class academic area. Grade levels were chosen based on the student's achievement level; social, physical, and emotional maturity; and chronological age. Meetings were held involving the special education teacher, the Resource Center staff, the regular class teacher, and the principal to discuss each person's role in providing for the efficient and successful integration of the EMR student. Possible problem areas were considered and a determination of responsibility for each area was made. The degree of involved Resource Center support was determined. Processes for grading were established which involved meetings of the regular class teacher and special education teachers at the end of each grading period. Periodic meetings were to take place throughout the year and, on call, whenever a problem arose.

3. Selected handicapped children will demonstrate confidence in performing with regular children.

During the year individual children served by the Resource Center were observed by Center and regular classroom personnel as to the general success with which those children were functioning in situations with non-handicapped children. The following project descriptions represent a limited, select sample of children served by the Resource Center and a general subjective opinion by program personnel as to those students academic and social adjustment in situations with non-handicapped children.

Student A

Student A became rather hyperactive in the regular classroom. The teacher had some difficulty in dealing with this behavior. A token system helped somewhat but general hyperactivity and socialization problems hampered successful integration. The Resource Center's supportive program concentrated on perceptual growth and the remediation of reversals in reading and writing.

Student B

Student B's adjustment was excellent. He had a one (l) year gain in reading achievement in the regular class. The Resource Center supportive program concentrated on comprehension skills which presented the greatest problem in regular class work.

Student C

A comparison of Student C's pre- and post-test achievement scores indicated no change in his program area of mathematics. A speech defect presented a larger socialization problem than was originally anticipated and hampered effective communication between the student and his regular class teacher and between the student and his classmates. His Resource Center program concentrated on communication of mathematical concepts (i.e., his ability to communicate to a teacher his mastery of a mathematical concept).

Student D

His adjustment was good as reflected by an achievement growth of five (5) months. The Resource Center supportive program provided work in phonics and sight word vocabulary development

Student E

Student E had an achievement gain of one (1) year, five (5) months in regular class in mathematics. Obvious changes in level of confidence and willingness to attempt new tasks were noted by the Resource Center staff, regular class teacher, and special education teacher. The Resource Center program in math operated jointly by the special education teacher and Resource Center attempted to develop abilities in dealing with abstractions.

Student F

Student F had an achievement gain of one (1) year in regular class reading. A speech defect presented some problems in communication with the teacher and in peer relationships. The Resource Center supportive program dealt with proper development of specific sounds (i.e., g, z, c) and word attack skills.

Student G

The first semester of work dealt with the more concrete operational aspects of mathematics. Student G earned and A- in this area and functioned among the higher groups in class. The second semester work dealt with more abstract concepts and the student had greater difficulty but earned a C+. The student dealt more successfully with contract work which specified clearly teacher expectations than on tests, exams, etc. The Resource Center program dealt with supplementing each unit of work for the student with concrete exercises and in clarifying aspects of regular class contracts.

Student H

Student H functioned in a low seventh grade math group which dealt primarily with the development of operational skills in addition, subtraction, multiplication, division, and fractions. Some difficulties in peer relationships arose due to appearance and hygiene problems. The special education teacher intervened and was able to assist somewhat. The Resource Center supportive activities concentrated on supplementing operational work to provide the necessary exposure to new processes. His first semester grade was B- and his second semester grade was C-.

4. Regular classroom teachers will utilize the resources of the Center.

Materials and equipment contained in the Resource Center are made available to any teacher, tutor, or paraprofessional in Roanoke Rapids City Schools. The Resource Center remains open from 8:30 am to 5:00 pm in order that teachers may have an opportunity to visit for this purpose. It is also open beyond the previously stated hours upon teacher request. Each teacher in the school system has been made aware of this aspect of the Resource Center services through faculty meetings.

The utilization of Resource Center materials may be the product of a number of situations: (1) Development of a supplemental program for an EMR or LD child presently attending the Resource Center; (2) Development of a supportive program for the EMR child involved in the regular class which may be established in either the regular class or the EMR class and the materials borrowed for this program by either the regular class teacher or the special education teacher; (3) Development of a program by the regular class teacher for use in individualizing for a learning disabled student independent of direct Resource Center involvement. The Resource Center provides testing to identify, diagnose, and evaluate and will also monitor the program to the extent requested by the regular class teacher; (4) Development of a program by the special education teacher to individualize for an EMR student in a specific area of weakness independent of direct instructional services by the Resource Center; or (5) Development of a program specific to the needs of visually impaired or hard-of-hearing children in the regular class.

The degree of Resource Center involvement in the program to be developed utilizing specific materials is dependent largely on the teacher involved and the objectives of his or her program. Such involvement ranges from total program development in which the teacher receives the materials and carries out the program designed by the Resource Center to the provision of specific materials requested by the teacher to design and carry out his own program.

Table IV gives an overview of the extent to which the Resource Center was utilized for both assistance in material identification and utilization. The distribution of teacher by level indicates that it is the elementary teacher that is more likely to make request from the Center staff, and such request decrease sharply by the middle and high school teachers. Thus, the general nature of those materials requested naturally adhere to the more basic methods in teaching reading and mathematics.

THIRD PARTY EVALUATOR COMMENTS

The general child change data of this project indicate that the Resource Center concept is certainly a viable alternative to the provision of educational services to the educable mentally retarded and learning disabled students. Individual child data shows many children to demonstrate substantial gains in both reading and mathematical skill development as a result of the Center intervention.

Another accomplishment by the project that this evaluator was particularly impressed with was the development of a mathematics curriculum which includes a hiearchical of specific, basic to complex skills covering the various components of a comprehensive mathematics program. This sequence allowed for Center personnel to identify the "ceiling level" at which the child was functioning and then allow for provision of precise activities related to the level at which the child should receive instruction. Plans are to develop a similar curriculum for reading over the 1974-75 academic year.

Over the past year there was some difficulty in gaining agreement between project personnel and the evaluator as to exactly how and with what evaluative products the project should maintain. As a result the descriptive analysis for Objectives 2 and 3 are less than desirable, a fact that both project and evaluator must assume responsibility and can not overlook. Ceratinly, more stringent observational data of the child in interactive situations would have been more sound than those data presented in this report. It is this evaluator's suggestion that any such efforts be more restrictive toward such demonstrable empirical data.

This project then has demonstrated rather convencingly that it can positively influence the behavior of both student and teacher in an academic environment. Any criticism or suggestions are in no way intended to defract from such accomplishments. Rather, they are intended to strengthen the demonstrative potential of that program.

TABLE 1
READING SCORE CHANGES
WIDE RANGE ACHIEVEMENT TEST

Child	Program Duration	Pre-Test Score	Post-Test Score	Pre-Post Difference	Performance Objective	Performance Difference
1	7mos.	2.1	2.4	+ .3	2.7	- .3
2	7 mos.	2.4	2.6	+ .2	3.2	- .6
3		Moved 1-31-72				
4	8 mos.	3.2	4.2	+1.0	3.7	+ .5
5	7 mos.	1.7	2.7	+1.0	2.2	+ .5
6	9 mos.	2.5	3.5	+1.0	3.2	+ .3
7	9 mos.	3.0	3.5	+ .5	3.5	0
8		Program Discontinued at Parent's Request				
*9	8 mos.	2.3	3.5	+1.2	2.9	+ .6
10	7 mos.	2.9	3.5	+ .6	3.7	- .2
11	9 mos.	1.8	2.4	+ .7	2.1	+ .3
12	7 mos.	2.1	2.3	+ .2	2.9	- .6
13	7 mos.	4.8	5.2	+ .4	5.4	- .2
14	7 mos.	3.2	4.2	+1.0	3.7	+ .5
15		Moved 2-4-74				
*16	8 mos.	5.6	5.6	0	6.1	- .5
17	7 mos.	3.0	3.3	+ .3	3.4	- .1
*18	8 mos.	2.1	2.8	+ .7	2.6	+ .2
19	9 mos.	1.1	1.5	+ .4	1.6	- .1
*20	8 mos.	2.8	4.4	+1.6	3.1	+1.3
21	8 mos.	2.4	2.5	+ .1	2.8	- .3
22	9 mos.	1.4	2.7	+1.3	1.8	+ .9
23	7 mos.	2.8	4.1	+1.3	3.2	+ .9

TABLE 1 (Continued)

Child	Program Duration	Pre-Test Score	Post-Test Score	Pre-Post Difference	Performance Objective	Performance Difference
24	8 mos.	N.5	1.5	+3.0	K.2	+1.3
25	7 mos.	K.2	K.6	+ .4	K.7	- .1
26	7 mos.	K.8	1.6	+ .8	1.3	+ .5
27	6 mos.	4.6	5.6	+1.0	5.0	+ .6
28	7 mos.	2.2	2.8	+ .6	3.0	- .2
29	9 mos.	1.8	2.4	+ .7	2.4	0
30	7 mos.	3.9	4.8	+ .9	4.4	+ .4
31	5 mos.	3.5	4.6	+1.1	4.3	+ .3
32	7 mos.	PK.5	1.4	+1.9	KG.5	+ .9
33	8 mos.	N.5	K.6	+2.1	PK.9	+ .7
34	7 mos.	K.5	1.6	+1.1	1.0	+ .6
35	7 mos.	3.1	4.7	+1.6	3.9	+ .8
36	7 mos.	K.3	1.6	+1.3	K.8	+ .8
37	9 mos.	1.4	1.6	+ .2	1.7	- .1
38	7 mos.	K.1	K.7	+ .6	K.4	+ .3
*39		Moved 1-9-74				
40	6 mos.	N.5	1.9	+3.4	K.1	+1.8
41	9 mos.	N.8	1.2	+2.4	K.9	+ .3
42	9 mos.	1.5	2.2	+ .7	1.8	+ .4
43	9 mos.	1.0	1.4	+ .4	1.4	0
44	6 mos.	1.8	1.9	+ .1	2.3	- .4
45	5 mos.	5.2	5.6	+ .4	5.7	- .1

TABLE 1 (Continued)

Child	Program Duration	Pre-Test Score	Post-Test Score	Pre-Post Difference	Performance Objective	Performance Difference
46	7 mos.	3.6	4.4	+ .8	4.0	+ .4
*47	5 mos.	6.0	6.5	+ .5	6.2	+ .3
48		Moved 2-18-74				
49	3 mos.	3.2	3.2	0	3.4	- .2
50	5 mos.	6.3	7.5	+1.2	6.8	+ .7
51	9 mos.	2.1	2.4	+ .3	2.5	- .1
52	9 mos.	2.5	3.3	+ .8	3.0	+ .3
53	8 mos.	3.2	4.2	+1.0	3.6	+ .6
54	8 mos.	3.2	3.9	+ .7	3.6	+ .3

* Indicates inclusion in more than one program at Center (Reading, Math, Spelling).

TABLE 11
MATH SCORE CHANGES
WIDE RANGE ACHIEVEMENT TEST

Child	Program Duration	Pre-Test Score	Post-Test Score	Pre-Post Difference	Performance Objective	Performance Difference
1	9 mos.	1.9	3.9	+2.0	2.4	+1.5
2	7 mos.	2.9	2.9	0	3.2	- .3
3	7 mos.	2.9	4.9	+2.0	3.3	+1.6
4	9 mos.	3.9	5.0	+1.1	4.4	+ .6
5	8 mos.	6.1	6.1	0	6.7	- .6
6	9 mos.	K.4	K.9	+ .5	K.8	+ .1
7	5 mos.	3.0	5.0	+2.0	3.5	+1.5
*8	Moved 1-9-74					
9	7 mos.	1.2	2.4	+1.2	1.6	+ .8
10	7 mos.	1.8	4.2	+2.4	3.5	+ .6
11	6 mos.	3.4	3.9	+ .5	4.0	- .1
*12	5 mos.	4.9	5.3	+ .4	5.3	0
13	5 mos.	4.5	5.2	+ .7	4.9	+ .3
14	5 mos.	3.9	4.4	+ .5	4.2	+ .2
15	9 mos.	1.4	1.6	+ .2	1.8	- .2

* Indicates inclusion in more than one program at Center (Reading, Math, Spelling).

TABLE 111
MATH SCORE CHANGES
WIDE RANGE ACHIEVEMENT TEST

Child	Program Duration	Pre-Test Score	Post-Test Score	Pre-Post Difference	Performance Objective	Performance Difference
*1	8 mos.	2.0	2.5	+ .5	2.4	+ .1
*2	8 mos.	5.2	5.2	0	5.9	- .7
*3	8 mos.	2.5	2.7	+ .2	2.9	- .2
*4	8 mos.	2.7	3.0	+ .3	3.1	- .1

* Indicates inclusion in more than one program at Center (Reading, Math, Spelling).

TABLE IV
UTILIZATION OF RESOURCE CENTER BY CLASSROOM TEACHERS

1. Number of teachers borrowing materials:

Elementary Schools	18
Middle School	6
High School	5
TOTAL	29

2. Frequency of request:

Average: 6 per month	
TOTAL	54

3. Percent of materials borrowed:

Reading	60%
Mathematics	30%
Perception	10%

4. Type of reading material borrowed most frequently:

Reading readiness and primary level reading

5. Type of mathematical materials borrowed most frequently:

Materials dealing with basic operations

6. Nature of request:

Teacher described existing program and particular problems that a child was experiencing and the Resource Center suggested material	75%
Teacher specifiec a particular material	25%

7. Material source:

Published materials	80%
Teacher-made materials	20%

8. Number of materials borrowed:

Reading	36
Mathematics	18
Perception	6
TOTAL	60

PROJECT TITLE:	Seven-County Speech and Hearing Project
TYPE OF PROJECT:	Hearing, Speech and Language Impaired
LOCATION:	Clay, Cherokee, Graham, Haywood, Jackson, Macon and Swain Counties
ADMINISTRATIVE AGENT:	Macon County Board of Education P. O. Box 749 Franklin, NC 28734 (704) 524-3314
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$29,800
PROJECT BEGINNING DATE:	August 1, 1973
PROJECT ENDING DATE:	June 28, 1974

BACKGROUND AND RATIONALE

The seven most western counties of North Carolina (Clay, Cherokee, Graham, Haywood, Jackson, Macon and Swain) are predominantly rural and mountainous with large portions of the inhabitants in the lower economic levels. Such conditions have historically resulted in limited services to some pre-school and school age children with various hearing, speech or langugage impairments.

There is no otologist in the seven county area, and the number of general practitioners and pediatricians is considered inadequate. When this project was first funded, some of these counties either had no speech and hearing clinician or were just beginning a program with minimally trained personnel. At the beginning of the current funding period, there were still two counties with no clinician, however one position was filled during the school year. Three other counties were providing services to only some of their schools or to the more rural schools on infrequent schedule. The largest county had three clinicians who were serving all the county schools and were burdened with both heavy numbers of children and schools, requiring some daily schedules to as many as three schools.

As identified above, needs were largely specific to each county; project personnel assisted county school superintendents and special education staff in prioritizing those needs. Services within each county were provided on the basis of those identified needs and fell into four broad service delivery categories: consultation to speech clinicians and classroom teachers on speech, language and hearing impairment; information to parents of the needs of speech, language and hearing impaired children; follow-up to school audiological screening for identification of referrals to a physician's care, and; coordination with other agencies to ensure appropriate audiometric and medical services to speech, language and hearing impaired children.

OBJECTIVES AND EVALUATION PLAN

1. As a result of contact and diagnosis by the mobile unit, 50% of the communicative disordered children identified as needing additional services will receive such services as specified by the project: a) language, b) speech, c) hearing.

   A continuous log was established and maintained to include individual children diagnosed and referred for specific services. Those children having received services, upon referral, were identified during the follow-up phases of the project.

2. To increase classroom teachers' knowledge of the educational needs of communicatively disordered children.

   A continuous log was established and maintained of individual teacher contacts to indicate the date and nature of contact. Also, a cumulative log was maintained of inservice training provided teachers, accompanied by pre-post-test checks of information presented in individual workshops.

3. To increase speech clinicians' knowledge of the language assessment and intervention techniques for communicative disordered children.

   A cumulative log was maintained of clinician contacts to include date, child considered and nature of contact. Records will also be maintained of the content of any inservice training for clinicians as well as pre-post-test scores of training effectiveness.

4. To increase parental knowledge of communicative disorders, instructional techniques, and services and agencies available to them and their communicatively disordered child.

   A continuous log of individual parent contacts was maintained and included the date and nature of the contact. Also, records were maintained of all parent seminars to include date, content, number of parents attending, and criterion referenced scores of parents over seminar content.

5. To increase medical personnel awareness and use of the Seven-County Traveling Speech and Hearing Center for diagnosis, referral and in-service training.

   As follow-up to an initial letter sent to members of the medical profession deemed as possible contacts with children served by the mobile unit staff, a mailed questionnaire and project clinic records were utilized to assess the knowledge and use of the mobile clinic by those medical personnel within the seven county area.

DESCRIPTION OF PROJECT

The staff for this project consisted of the project director and one assistant. The project director has an earned M.A. in Speech and Hearing with four years experience as a classroom teacher, has worked in Head Start and remedial reading programs, plus four years experience as a county speech, language and hearing clinician. Her responsibilities to this program included serving as a consultant to the county speech, language and hearing clinicians, their supervisors, classroom teachers and parents. She also conducted audiometric hearing tests in a sound-proof suite, observed the ear canal and middle ear with an otoscope and advised appropriate medical, educational, or protective precedures.

The assistant to the director, has received her B.S. in Behavioral Science and has limited teacher experience. Her responsibilities included driving the mobile unit from one county location to another, maintainence of the mobile unit, secretarial chores and instructing the children in what they were to do during the speech and hearing examinations.

Project facilities consisted of a 32 foot mobile speech and hearing van equipped with a sound-proof suite, audiometric equipment, file cabinets, typewriter, shelves, cabinets, mirrors, counters, and chairs. Reference material, tests, speech material and games, and some equipment were also available on the van. The mobile unit was moved from one county to another as screening and testing were completed in each county. Locations in which the van was stationed within individual counties generally were centrally located elementary schools and county health offices. Each hook-up location was equipped with a trailer type 220-volt outlet.

Hearing Impaired

In the two counties where there were no speech, language and hearing clinicians, other school personnel were trained by the project clinician (director), to conduct the hearing screen of grades K, 1, 3, 5, and 7. The child who failed the screening, has a known problem, was referred by a physician, teacher, or parent, was scheduled for threshold testing in the van.

Six otological clinics, funded by Crippled Children's Section were planned and held in various county health departments through a cooperative effort of Crippled Children's representatives, public health nurses, Western Carolina University personnel, school speech, language and hearing clinicians, otologists and project staff. An audiologist was present to discuss any hearing aid problems, and any child needing a complete audiometric evaluation was referred by the otologist to West Carolina University.

Because classroom teachers are a frequent source of referral for hearing problems within the educational setting, workshops and presentations were conducted for teachers, parents and pre-school personnel concerning the detecting, treatment and educational planning for children with such problems.

Speech Impaired

In schools not served by speech clinicians, the project clinician conducted workshops for kindergarten and primary teachers on what the teacher can do with speech and language problems in the classroom. Referrals were then accepted. After evaluation of the children referred, a teacher conference was held, to explain the child's problem and advise how he could be helped in the classroom setting. Some were able to plan time in phonics and reading that would aid the speech and language impaired child.

The project clinician, with the school clinicians, conducted workshops for kindergarten and primary teachers focusing on what they could do in the classroom to aid the correction of speech impairments and to work with the clinician on the final steps of speech correction, making the sound habitual. This facilitated getting more children into speech and language therapy.

Another workshop was planned for clinicians to demonstrate some of the auditory discrimination and language tests available on the van. Suggestions and materials were collected from the clinicians, duplicated, and distributed, to promote the exchange of ideas. During the school year clinicians could refer children with speech and language problems to the clinician for a second opinion and recommendations.

RESULTS

1. As a result of contact and diagnosis by the mobile unit, 50% of the communicative disordered children identified as needing additional services will receive such services as specified by the project.

Because the services required by the hearing impaired are usually different from those of the speech and language impaired, and due to the variation in data collected across these groups, that data will be analyzed by those groupings.

Historically, it has been rather difficult to obtain necessary additional screening and/or treatment for many of the children given initial screening in this area of North Carolina. However, as indicated by Table I, all counties were highly successful in obtaining those referral services as determined by the mobile unit staff. Of the 415 children referred by the mobile unit for additional examination or treatment by a physician, 392 were seen by a physician for a 94.5% referral success. Plans for the coming year include the addition of other otology clinics in Clay and Jackson counties to ease the load on existing clinics and attempt to insure that every child referred to a physician will be seen.

TABLE I

SUMMARY OF MOBILE HEARING REFERRALS SEEN BY A PHYSICIAN

County	No. Children Evaluated	Referred by Physician	Seen by Physician	Cases Cleared	Percent Referred/ Seen
Clay	67	33	33	21	100%
Cherokee	223	71	70	4	98.6%
Graham	66	38	38	12	100%
Haywood	351	127	116	36	91.3%
Jackson	95	48	45	11	94%
Macon	67	34	29	3	85.3%*
Swain	139	64	61	17	95.3%
TOTALS	1008	415	392	104	94.5%

Following the conduction of workshops for kindergarten and primary teachers in schools without the services of a speech clinician, referrals were accepted by the project for children at these levels suspected of having some speech or language impairment. After these initial referrals were examined by the mobile unit staff, appropriate services were defined through further referrals by the mobile unit staff. These services were primarily specific educational suggestions, for the classroom teacher to apply in routine daily activities. Of the 75 children evaluated by the mobile unit staff, 64 (85%) were consequently judged to have impairments sufficient for specific educational considerations (See Table II). This illustrates the accruacy with which the classroom teachers can subjectvely determine those children in need of special programming, but in no way indicates if any child in those classrooms might have needed such attention but did not receive it. A second limitation of the speech and language data maintained by the project was the failure of such data collection techniques to determine if the referral services for particular children were being provided.

TABLE II
SUMMARY OF SPEECH SCREENING AND SERVICE REFERRALS

County	Number of Children Evaluation	Number of Children Referred for Services
Clay	14	12
Cherokee	31	27
Graham	1	1
Haywood	1	1
Jackson	23	18
Macon	1	1
Swain	4	4
TOTALS	75	64

2. To increase classroom teacher's knowledge of the educational needs of communicative disordered children.

This objective was evaluated by increased knowledge of workshop participants and the number of individual contacts the project clinician had with those workshop participants concerning specific speech and/or language and hearing problems of children in those teachers' classrooms.

A total of seven different content workshops were developed by the project clinician. However, each of these workshops was conducted from two to seven different times for well over 130 professional educators (See Tables III and IV). In those audiences were student, kindergarten, primary, reading and special education teachers, clinicians, directors of special programs and school administrators. The topics of these workshops varied from general "Speech and Language Development - Helpful Hints for Kindergarten and First Grade Teachers" to specific "Training for Administration of Audiometric Hearing Screen." In each of the six workshops in which quantitative data was obtained, group scores were considerably higher on post-test scores as evidenced by the range, mean, mode and median scores in Table III.

TABLE III
DESCRIPTIVE DATA OF SCORES IN WORKSHOPS FOR TEACHERS

Workshop	Locations Presented	Number of Participants*	Scores				
			Test	Ranges	Mean	Mode	Median
1	6	23	Pre	60-90	75	80	80
			Post	70-100	94	100	100
2	2	14	Pre	40-80	59	70	60
			Post	80-100	94	100	95
3	2	-	Pre	NO QUANTITATIVE EVALUATION			
			Post	OF WORKSHOP WAS CONDUCTED			
4	2	39	Pre	40-100	73	60	70
			Post	70-100	91	100	100
5	7	13	Pre	40-90	68	80	70
			Post	80-100	89	90	90
6	3	9	Pre	20-50	44	45	45
			Post	80-100	93	95,100	95
7	3	32	Pre	20-80	57	70	60
			Post	70-100	91	90	90

*Numbers represent only those participants for which both pre-test and post-test scores were available.

The general level of score improvement is indicated in Table IV. Over 75% of the workshop participants improved their post-test scores by 20 or more of the total possible test percentage points. Of the 130 participants for which there were pre-post-test scores, only 12 failed to attain a higher post-test score. Some of those could not improve the post-test scores due to having answered correctly each test item. One individual did score lower on the post-test than on the pre-test.

TABLE IV
NUMBER OF INDIVIDUAL WORKSHOP PARTICIPANTS BY THEIR PER CENT OF POSSIBLE POINTS IMPROVEMENT ON POST-TEST

Per Cent Improvement	Workshop							Total	Per Cent
	1	2	3	4	5	6	7		
-10 - 1	-	-		1	-	-	-	1	.8
0 - 9	3	-	N	5	2	-	1	11	8.5
10 - 19	6	-	O	10	2	-	1	19	14.6
20 - 29	7	-		10	5	1	9	36	27.7
30 - 39	5	3	E	6	-	-	7	21	16.2
40 - 49	2	3	V	3	4	1	7	20	15.4
50 - 59	-	4	A	4	-	5	3	16	12.3
60 - 69	-	-	L	-	-	2	3	5	3.9
70 - 79	-	-	U	-	-	-	-	-	-
80 - 89	-	-	A	-	-	-	-	-	-
90 - 99	-	-	T	-	-	-	-	-	-
100 -	-	-	I	-	-	-	-	-	-
			O						
			N						

The second method of evaluating this objective, project clinician contacts (individual and workshop) with classroom teachers, was intended to indicate the frequency with which the project clinician was available for direct clinician-teacher interaction concerning identification and/or educational programming for classroom children with communicative disorders. In addition to the 223 teachers (103 of which are not reflected in the above data due to lack of either or both pre-post-test workshop scores) attending workshops there were a total of 289 individual project clinician-teacher contacts. Of those total contacts, 72 dealt with speech and language disorders with the majority of contacts (217) concerned with the nature of and provision for hearing impairment of children in the classroom (See Table V). However, total contacts are somewhat misleading and must be considered with the number of individual teacher contacts. As evidenced by the last two columns of Table V, many teachers were obviously contacted many times throughout the school year. Those data indicate that the project clinician was available to those teachers on a repetitive contact basis, which would facilitate review of past case considerations as well as any new children that might be of concern.

TABLE V
NUMBER OF CLINICIAN-TEACHER CONTACTS CONCERNING CHILDREN'S COMMUNICATIVE DISORDERS

County	Disorder	Teachers Attending Workshops	Numbers of Individual Conferences	Number of Teachers Contacted through Conferences
Clay	Speech & Language	19	14	8
	Hearing	4	67	5
Cherokee	Speech & Language	10	31	12
	Hearing	34	37*	11
Graham	Speech & Language	3	2	2
	Hearing	0	3*	3
Haywood	Speech & Language	116	0	0
	Hearing	0	11*	11
Jackson	Speech Language	32	23	10
	Hearing	0	4*	4
Macon	Speech & Language	0	1	1
	Hearing	0	3*	3
Swain	Speech &	9	1	1
	Language	9	1	1
	Hearing	6	92*	10
TOTAL - SPEECH & LANGUAGE		189	72	34
TOTAL - HEARING		44	272	47
TOTAL - COMBINED		233	289	**

*Many of the invididual clinician-teacher conferences were conducted by county clinicians.

**Total - Combine is not summative from these figures because some teacher are represented in both speech and language, and hearing.

3. To increase speech clinicians knowledge of the language assessment and intervention techniques for communicatively disordered children.

One activity to achieve this objective was the conduction of a workshop concerned with informing the county clinicians of several tests and materials for diagnostic assessment, interpretation and programming. Four participants attended that workshop, two clinicians and two teachers. The pre-post-test scores are included in Table VI and show all participants to have scored considerably higher on the post administration of the workshop assessment instrument. The mean post-test score of 83.8% was substantially higher than the pre-test score of 47.5%.

TABLE VI
INDIVIDUAL PARTICIPANT'S TEST SCORES
FOR CLINICIAN WORKSHOP
PER CENT CORRECT ANSWERS

Participant	Pre-Test	Post-Test
1	40	85
2	45	80
3	60	75
4	45	95
Mean Score	47.5	83.8

A second mini-workwhop was held with one county clinician. The contents focused on the methods of conducting a hearing screen and developing speech and language lesson plans and records. However, the project clinician did not feel a formal evlauation was appropriate and, thus, no empirical evidence exists to indicate effectiveness of this session. Other minimal records were maintained of workshop and individual project clinician-county clinician contacts during the year. However, that data only represent the number of contacts and are not informative as to number of topic or child considerations during those contacts (See Table VII).

TABLE VII
NUMBER OF DAYS IN WHICH OCCURRED PROJECT CLINICIAN - COUNTY CLINICIAN CONTACT

County	Number of Clinicians in County	Clinicians Attending Workshops	Individual Contacts
Clay	0	0	0
Cherokee	1	0	26
Graham	1	1	39
Haywood	3	0	92
Jackson	1	0	28
Macon	1	1	18
Swain	1	1	22
TOTALS	8	3	225

4. To increase parental knowledge of communicative disorders, instructional techniques, and services and agencies available to them and their communicatively disordered child.

The project clinician attended three preschool screening sessions and one P.T.A. meeting at which she explained the auditory screening process, results of untreated ear infections, possible treatments and the availability of clinic and other low cost services. It is estimated that approximately 300 parents of pre and school aged children were present at these meetings.

Individual parent contacts were originated by the project clinician in instances where specific services were necessary for a child. Needed services were far more prevalent for hearing disorders than for speech and language disorders. A total of 116 clinician-parent contacts were held concerning hearing problems as compared to only 8 such contacts in speech and language.

5. To increase medical personnel awareness and use of the Seven-County Mobile Speech and Hearing Center for diagnosis, referral, and in-service training.

An explicit desire of the mobile unit staff has been to further facilitate cooperative efforts of the mobile unit and medical personnel in the seven county area. The project felt that far too few of those in the medical field were aware of the mobile units existence or its purpose and methods of operation. As a result, in the early fall of 1973, a form letter was drafted and sent to individuals in the medical and related fields introducing and explaining the services of the mobile unit; a self-addressed stamped postcard was sent to all known physicians in the seven county areas in late spring. Table VIII illustrates the results of that survey.

TABLE VIII
PHYSICIAN RESPONSES TO AWARENESS AND USE OF THE SEVEN COUNTY MOBILE UNIT

County	Number of Surveys Mailed	Number of Surveys Returned	Awareness of Project		Received Referrals		Referred to Mobile Unit or to Clinic	
			Yes	No	Yes	No	Yes	No
Clay	2	0	0	0	0	0	0	0
Cherokee	11	4	4	0	2	2	3	1
Graham	3	3	3	0	3	0	3	0
Haywood	19	9	8	1	8	1	6	3
Jackson	9	4	3	1	2	2	1	3
Macon	9	2	0	2	0	2	0	2
Swain	3	2	2	0	2	0	2	0
TOTAL	57	24	20	4	17	7	15	9

The data on the basis of the returned postcards, indicated that 83% (20 of 24) of the physicians were at least knowledgable of the mobile units existence. Of the returned responses, 71% of the physicians reported having received referrals from the mobile unit, and 63% reported having referred at least one child to the unit for screening and observation. The responses then suggest that the mobile unit staff has been rather successful in informing the physicians in those counties of the mobile units existence. It is also evident, based on the returns, that the physicians are utilizing the mobile unit almost to the degree that the unit makes use of the physicians (71% vs. 63%).

Files maintained by the project give additional information to this matter. A total of 121 children were referred by physicians for examination by an otologist at one of the clinics, with the remaining 39 referrals for audiological examination by the project clinician.

When considering those counties from which postcard responses were returned (only Clay County had 0 return), it is apparent that all but one of the counties are well represented in the percentage of physician utilization of the mobile units services. Only Macon County was void of responses reporting some use of those services.

THIRD PARTY EVALUATOR'S COMMENTS

In view that the goal of this project was to provide or facilitate medical and eduational services to children in a lower economic, rural mountainous region of North Carolina, the project must be considered an overall success. It is understandable, given these socio-geographic conditions, that, historically, children from this region have not received speech and audiological services. However, the project was able to ensure a variety of needed services to 631 hearing impaired, 57 speech and language impaired, and 380 children who tested within the normal ranges. These children undoubtedly would offer a "vote of confidence" for the efforts of the mobile unit. Indeed the very high percentages of children referred by the project for physician examination that were seen by those physicians indicate that otitus medius and other similar conditions that result in hearing and frequent language problems in children are coming under the advice of medical personnel.

Perhaps the second most impressive feature of this project was the obvious increase in educator's knowledge and awareness of various facits of children with hearing and language disorders. Records of pre-post-test results of the many workshops conducted by the project staff reveal that considerable gains were made in those topic areas considered in those training sessions.

Given that the mobile unit staff numbered only two, the above accomplishments are to be applauded. However, there are considerations that must still be of concern relative to the quality and results of those services received by children through the project. Approximately, one-fourth of those children referred to a physician during the last fiscal year have been cleared of further medical attention. This suggests that some systematic plan be developed for the monitoring and delivery of technical assistance to those classroom teachers providing educational programs to children still in need of special programming.

Another intent of the program, of which the effectiveness is questioned by this evaluator is that component of parent information. Ten to twenty minute formal presentations seem hardly sufficient to convey to parents the frequency, seriousness, dianostics, treatment and support necessary for hearing, speech and language impaired children if such conditions are to be prevented or corrected and overcome to allow for normal development. Unfortunately, there was no empircal data collected by the project to indicate to what degree it was successful in providing parents with information in these areas.

Responses to the information questionnaire accompanied by their general comments would suggest that additional efforts are necessary if the project is to attain complete physician acquaintance of the unit's existence and functioning. Physicians in rural areas undoubtedly suffer from excessive case loads and the expectation of minimal written communication to achieve that informative base is probably less than satisfactory. It would seem advisable to procure time in local medical meetings, space in state medical publications, and and the explicit support and efforts of those physicians, already knowledgable of and utilizing the mobile unit, in the recruitment of total medical support for this project.

The above statements are in no way intended to detract from the worth and accomplishments of this project. For the realization of the numbers of children receiving services through the mobile unit are impressive in themselves. Rather, such statements are offered as methods for expansion, but equally important, improvement of existing services. Such additions would add not only to improvements in the service delivery context, but would also strengthen the demonstrative effects of those services.

PROJECT TITLE:	Special Education Instructional Materials Center
TYPE OF PROJECT:	Center for Distribution of Special Education Materials to the Eastern 34 Counties of North Carolina
LOCATION:	Grifton, North Carolina
ADMINISTRATIVE AGENT:	Pitt County Schools P.O. Box 776 Greenville, N.C. 27834 (919) 752-6106
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$56,964
PROJECT BEGINNING DATE:	July 1, 1973
PROJECT ENDING DATE:	June 30, 1974

BACKGROUND AND RATIONALE

The concept of Instructional Materials Centers was officially formulated in 1962 as a result of the findings of a Presidential Task Force. The basic purpose of such a center is to provide special educators and allied personnel with ready access to instructional materials and information related to the education of handicapped children. A network of centers was established extending from the national to the local level.

The Special Education Instructional Materials Center in Grifton is one of four in North Carolina and serves one third of the state (34 counties). Its mission is to provide informed, effective leadership at state, regional, and local levels and to make available interesting and stimulating educational materials that will help each child achieve the limits of his potential.

OBJECTIVES AND EVALUATION

1. To increase knowledge about the use of and kinds of instructional materials and instructional equipment available.

   To evaluate this objective, a questionnaire was developed about the Special Education Instructional Materials Center (SEIMC), and the materials and equipment available through the Grifton offices. This questionnaire was to be mailed out in a pre-post test manner to determine the extent of increased knowledge reported by teachers in that section of the state.

2. To meet the specifications of teacher/SEIMC contracts in 80% of cases.

   To evaluate this objective, behavioral contracts were developed by the SEIMC staff between themselves and the participants in workshops conducted by the SEIMC staff. Such procedures were to be precise enough to allow for determination of if, when, and how the contract was met.

3. To increase the use of the Select-Ed System at the SEIMC.

   To evaluate this objective, the project was to maintain anecdotal records of the frequency of requests for Select-Ed/BESI procedures in identifying appropriate materials for use with particular children. Requests for school year 1973-74 were then to be compared with those of the previous year.

4. To increase the use of the SEIMC by parents of handicapped children.

   To evaluate this objective, anecdotal records were to be maintained of the number of requests/provisions of items to parents of handicapped children within the region served by the center. Requests during school year 1973-74 were then to be compared with those of the previous year.

5. To increase the use of the SEIMC by college students.

   To evaluate this objective, anecdotal records were to be maintained of the number of requests/provisions of items to college students interested in the education of handicapped children. These requests for school year 1973-74 were then to be compared with those of the previous year.

DESCRIPTION OF PROJECT

The SEIMC serves most of the eastern third of North Carolina in providing information, materials, and in-service programs relating to special education. Instructional and professional materials appropriate for the education of handicapped children are housed in the library and are available to educators, parents, and students for preview or check-out purposes. Materials may be requested by mail, by phone, or in person from the Center. If questions arise as to which materials are appropriate, the Select-Ed System and members of the SEIMC staff are available to assist clients. To further facilitate the use of materials, mini-centers were established in eight counties to provide library services to those units located great distances from the Grifton Center.

Two other services offered by the SEIMC seek to actively work with teachers in the field. SEIMC staff members develop and provide a number of varied workshops and demonstrations to LEA's in their area. Additionally, consultant services are made available to individual teachers, groups of teachers, supervisors, parents, etc., who need assistance in the selection or use of materials.

The director, field service coordinator, and the librarian served to provide and coordinate those activities. The primary effort of the Director was to direct project activities, to coordinate center services and functions, to supervise and provide field services, and to participate in regional and local network. The Field Services Coordinator's main task was to coordinate the services of the SEIMC in the eastern thirty-four counties by providing demonstrations, workshops, consultant services, and dissemination of information regarding the Center and its activities. Abstracting, cataloging, processing, shelving new material, maintaining circulation records, and renewing, repairing, and inventorying materials was the job of the SEIMC librarian.

RESULTS

Objective I: To increase knowledge about the use, and kinds of instructional materials and instructional equipment available.

To access whether this objective was accomplished, questionnaires concerning the purposes and services of the SEIMC were mailed to every fourth client on a computer print-out of individuals in the region who had previously or might have need to request assistance from the SEIMC. The questionnaire was sent on a pre-test fashion on January 20 with another mailing sent on February 15, 1974.

The frequency of returned response questionnaires was rather low as evidenced by Table I. Of the 189 questionnaires in the first mailing, only 19% (36) were returned to the center. Even fewer (9%) were returned by those receiving questionnaires on the second mailing.

TABLE I
QUESTIONNAIRE RETURNS

First mailing:	
Total number sent	189
Number of responses	36
Number not responding	153
Second mailing:	
Total number sent	153
Number of responses	14
Number not responding	139

As the frequency of returned responses to the questionnaire varied greatly from one locale to another (0% return - 100% return) and were also quite small (total of 50 returned) the original intent of obtaining a cross sample of teachers throughout the region was not accomplished.

An analysis of the individual questionnaire items reveal that on all but one of the items, at least 90% of the respondants correctly answered those items. On that additional item, only 78% (39 of 50) of the respondants could correctly identify the relationship between the U.S. Office of Education, Regional SEIMC at the University of Kentucky with the local SEIMC at Grifton.

The project chose not to send another follow-up questionnaire later in the school year and this no comparative year-end data is available to indicate increased knowledge of the functioning of the SEIMC. However, based on the responses received, the data would seem to indicate that the objective was probably achieved to some extent.

TABLE II

QUESTIONNAIRES
(ITEM ANALYSIS)

Question	Number Correct	Number Partially Correct	Number Incorrect
What is the SEIMC?	49	0	1
What services are available from the SEIMC?	47	0	3
What kind of material and equipment are available from the SEIMC?	47	0	3
Do you have access to a SEIMC Union Catalog? Where is the catalog located?	45	2	3
Do you have access to a SEIMC Union Catalog Supplement? Where is the Supplement located?	44	2	4
What is the procedure for obtaining services and materials from the SEIMC?	48	0	2
Are you aware of a SEIMC mini-center in your area? Where?	45	0	5
What is the relationship between the University of Kentucky and the SEIMC?	39	0	11

Objective 2: To meet the specification of teacher/SEIMC contracts in 80% of the cases.

Behavioral contracts were signed with 168 participants in eight Local Education Agencies (LEA's) in connection with workshops focusing on the development and utilization of interest centers for children with learning problems. Of those 168 contracts 54% (91) were completely fulfilled as a result of the workshop (Table III). A total of 54 contracts (32%) were nearly totally completed and the remaining 23 contracts (14%) were largely unfulfilled. Given the specified criterion of 80% completed contracts this objective was far from being achieved.

TABLE III
FREQUENCY OF CONTRACT COMPLETION

LEA	Behavioral Contracts			
	Completely Fulfilled	Partially Fulfilled	Not Fulfilled	Total
Cumberland County	4	12	10	26
Washington City	4	2	2	8
Pitt County	9	13	2	24
Red Springs City	6	0	0	6
Pamlico County	13	2	3	18
Kinston City	0	8	0	8
Clinton City	35	10	2	47
Lenoir County	20	7	4	31
TOTALS	91	54	23	168

Objective 3: To increase the use of the Select-Ed System at the SEIMC.

Over school year 1973-74, 227 participants were involved in workshops that dealt with the format and techniques for utilizing the Select-Ed/BESI procedures for selecting various types of instructional materials that are applicable for use with specific learning problems of children. Table IV indicates the number of those participants by LEA's. During the same period of time, the SEIMC received 4,691 requests for information about educational materials associated in some way with the Select-Ed/BESI programs. However, the projects' techniques of recording those requests do not allow for various critical analyses by participants. Neither are there figures available for requests over the previous year that would indicate if the project was indeed successful in increasing the use of those materials.

TABLE IV
NUMBER OF PARTICIPANTS AT SELECTED-ED/BESI WORKSHOPS

LEA	Number of Participants
Clinton City	36
Craven County	16
Hertford County	16
Pasquotank County	17
Perquimans County	
Chowan County	17
Gates County	
Camden County	9
Currituck County	
Pamlico County	5
Craven County	
Jones County	26
Goldsboro City	
Wayne County	85
TOTAL	227

Objective 4: To increase the use of the SEIMC by parents of handicapped children.

To meet this objective, data was collected on the number of times parents of handicapped children were served by the Center. As the data in Table V indicates, the number of items circulated to parents of handicapped children increased by almost a third in 1973-74 over the 1972-73 level. With the increase in the use of the Center by parents of handicapped children it is hoped that the degree of cooperation and understanding between parents and teachers can be expanded. Additionally it is felt that this increases the probability of making significant gains in child development patterns through increasingly effective work in the home.

TABLE V

Number of items circulated to parents of handicapped children:

	1973-1974	1972-1973
In Person	142	118
By Mail	44	31
By Phone	14	7
TOTALS	200	156

Number of items circulated to parents of handicapped children by level:

	1973-1974	1972-1973
Preschool	29	6
Primary	138	121
Intermediate	33	28
Jr. High	0	1
Sr. High	0	0
TOTALS	200	156

Objective 5: To increase the use of the SEIMC by college students.

To meet this objective, data was collected on the number of times college students interested in the education of handicapped children were served by the center. Table VI indicates that the number of college students served by the center increased by almost 40% in 1973-74 from the 1972-73 level. This percentage represents a rather impressive gain in expanding the scope of use among college students. This expansion serves to increase the general knowledge of students about the center and its materials and to provide specific knowledge to students already working, or planning to work within the field of special education.

TABLE VI

Number of items circulated to college students:

	1973-1974	1972-1973
In Person	857	593
By Mail	97	90
By Phone	246	178
Other	20	12
TOTALS	1,220	873

Number of items circulated to college students by level:

	1973-1974	1972-1973
Preschool	67	13
Primary	730	651
Intermediate	172	101
Jr. High	66	52
Sr. High	20	19
Other	65	37
TOTALS	1,220	873

THIRD PARTY EVALUATOR'S COMMENTS

In the overall assessment of the project, a determination of whether the project objectives had been achieved must take into account that certain steps in the original evaluation plan were difficult to implement for logistical reasons. In an attempt to identify those probable recipients of SEIMC services, the assembling of a mailing list of teachers and arranging for mailing expenses delayed the initial sending of the form questionnaire to determine if the potential user of the SEIMC was accurately informed of the services available to them. As a result the delay of sending that questionnaire until January-February undoubtedly prevented an accurate initial assessment in the pre-post-test paradigm. Due to the unusually high percentage of correct responses by and the extremely low percentage of returned questionnaires a post-test form was not sent to those teachers in the region. Thus, what can be said is that, of those who did return the questionnaire a rather large percent were very knowledgeable of the purpose and function of the SEIMC. Perhaps a topic that the project staff should attend to in the future is the articulation of what materials are available through the SEIMC and procedures for utilization of those materials with appropriate techniques and children.

A second planned evaluation procedure was not adhered to by the project personnel. Original plans called for the development and administration of pre-post-test measures for the various workshops conducted by the staff. This activity was not implemented and thus less than desirable data was obtained from which only untenable effects can be inferred.

Certainly part of the failure to implement the evaluation plan can be related to a lack of advanced planning, resulting in inappropriate prerequisite activities necessary for final evaluation. The mailing list, failure to develop workshop evaluation instruments, and failure to collect and provide appropriate data for across-year comparisons are examples of this lack of adequate planning. Although it is recognized that there are always going to be constraints in the implementation of identified evaluation strategies, alternatives must be considered when those constraints are recognized. For, in any service delivery program it is becoming far more vital to demonstrate behavioral change when possible rather than mere frequency counts of service provisions.

Based on those portions of the evaluation carried out by the project and on the on-site observations by the outside evaluator, it appeared that the project was effective in distributing both information and materials. The number of workshops conducted by project staff were numerous and seem to be a viable method of achieving this dissemination function. Thus, the above comments are not intended to detract from those project accomplishments, but rather to indicate the necessity for further thought, planning and implementation of evaluation strategies if total effectiveness is to be recognized.

PROJECT TITLE:	Western Carolina Center Deaf/Blind Residential Unit
TYPE OF PROJECT:	Twenty Multiply Handicapped with both Auditory and Visual Acuity Handicaps.
LOCATION:	Western Carolina Center Morganton, North Carolina
ADMINISTRATIVE AGENT:	Western Carolina Center Morganton, North Carolina
FUNDING SOURCE:	P.L. 91-230, E.H.A., Title VI-B
FUNDING ALLOCATED:	$80,213.17
PROJECT BEGINNING DATE:	September 16, 1973
PROJECT ENDING DATE:	September 15, 1974

BACKGROUND AND RATIONALE

Begun in the summer of 1971 and funded by a ESEA Title VI-C Contingency Fund, through the Collier Hearing and Speech Center and the North Carolina State Department of Public Instruction, Western Carolina Center set up a Respite Care Center for Deaf/Blind children in North Carolina. The initial $50,052 grant was only partially spent during the first year, allowing the second year to be continued through a carry over and a small ($9,798) grant. During 1972 the focus of the project was changed from respite care to a full-time residential program, and has been such since. The current program was granted an additional $59,310 for continued services (the program which this document reports) and mid-year, was allocated $20,903.17 more to raise salaries, purchase needed auditory equipment, and begin an evaluation component. The project became a residential educational program due to the absence of viable education for the target population of children.

Through an addendum to the current project, this program is seeking to move all its Deaf/Blind children into three houses adjacent to the Western Carolina Center campus. Two such houses shall be residential and the third a school building. Such a move will allow the benefits of a group home environment, plus increased attention to cottage-based training (self-help, social, etc.).

The project now exists to provide comprehensive educational services to its population of Deaf/Blind children, whereas beforehand, these children were receiving only custodial care, generally.

DESCRIPTION OF PROJECT

A. Project Staff

1. One Special Education Coordinator - expert and experienced in assessing, prescribing for, teaching and reevaluating deaf/blind children, including curriculum development, manual communication, administrative, supervisory, and parental counseling skills.

2. Two Special Education Teachers, with experience and expertise in teaching deaf/blind children across the learning areas included in the program.

3. Five aides (Special Training Instructors) with experience and expertise in both this projects' teaching areas, cottage training and management.

4. Fifteen Appalachian State University Special Education Students, in a four (4) hour daily pre-service training program for three (3) month period each.

5. Ten other volunteer workers from area colleges, other units at Western Carolina Center and day care centers.

B. Program for Children - The Deaf/Blind children listed above represent several groupings as follows:

1. Seven children reside together in a cottage primarily designated for profoundly and severely mentally retarded girls. All of these children receive at least six (6) hours of educational services, Monday through Friday, year around, and at least three (3) hours of cottage-based training each day.

2. Eleven children live in other cottages at Western Carolina Center, coming to Redwood School for the educational services.

3. Two children live in their own homes with their parents and receive services at Redwood School.

All Deaf/Blind educational programs derive from project developed curriculum, and individual objectives and activities are determined by the staff after initial assessment and observation by the staff, and on an on-going and periodic basis.

OBJECTIVES

1. Before October 1, 1973, the staff of the Deaf/Blind Unit will develop a draft form of a curriculum with related assessment procedures, for the areas of (a) self-help, (b) social adaption, (c) language and communication, (d) motor development, (e) pre-academic and academic adaptation, and (f) recreation.

2. Before May 1, 1974, the staff of the Deaf/Blind Unit will develop a refined form of the said curriculum and assessment procedures.

3. Before May 1, 1974, each child in the Deaf/Blind Unit will develop skills, according to an amount which is optimal, in the areas of (a) self-help, (b) social adaptation, (c) language and communication, (d) motor development, (e) pre-academic and academic adaptation, and (f) recreation.

4. Before May 1, 1974, the parents of children in the Deaf/Blind program will (a) know the capabilities of their child and (b) know about programs and resources which are available to deaf-blind children and their parents.

5. Before May 1, 1974, parents of children in the Deaf/Blind program will be able to implement, in their own homes, programs which are prescribed by project personnel for their children.

6. Before May 1, 1974, project instructional personnel will increase their levels of competency in planning and instruction in program areas including, but not limited to, manual communication, physical therapy, and data collection and analysis.

7. Before May 1, 1974, selected persons or groups external to the project will (a) know about the services which are provided by the center for children, (b) receive consultation assistance in programming for deaf-blind children, or, (c) receive materials to be used with deaf-blind children.

RESULTS

Objective 1. Before October 1, 1973, the staff of the Deaf/Blind Unit will develop a draft form of a curriculum with related assessment procedures for the areas of (a) self-help, (b) social adaptation, (c) language and communication, (d) motor development, (e) pre-academic and academic adaptation, and (f) recreation.

A. The project coordinator visited over thirty Deaf/Blind and other programs in several states in order to observe and collect curriculum packages. In all, some fifty such packages were collected and evaluated before project and Western Carolina Center staff began to create the curriculum.

B. Old curriculum development attempts at Western Carolina Center were put side by side with the best of the collected curricula to stimulate comprehensiveness in our attempts. Curricula areas were chosen and a listing of skills was begun. Though sequencing was initially attempted, it was discarded as being too general and, thus, unreliable. A method of accomplishing accurate and valid testing, recording, individual sequencing and assessment was derived, and the curriculum was assembled and published.

Objective 2. Before May 1, 1974, the staff of the Deaf/Blind Unit will develop a refined form of the said curriculum and assessment procedures.

A. Since the curriculum was developed with the assistance and cooperation of other Western Carolina Center educational and psychology staff, it is now being implemented for over 300 children, including the Deaf/Blind clients. Periodic evaluation and revisions have been, are, and will be made, accordingly.

B. Revisions have been made only when agreement between the cooperating staff and the department heads was reached regarding each item. Generally, they involved additions of more skills or tests, rather than deletions. Currently, staff are making some of the narrative section more readable and thus, understandable. A second, and more refined edition is expected by January 1, 1975.

Objective 3. Before May 1, 1974, each child in the Deaf/Blind Unit will develop skills according to an amount which is optimal in the areas of (a) self-help, (b) social adaptation, (c) language and communication, (d) motor development, (e) pre-academic and academic adaptation, and (f) recreation.

A. Each Deaf/Blind child was assessed by November 1, 1973, using the components of the developing curriculum. Each curricula area was included in the assessment, which revealed not only specific skills in each child's repertoire, but also the physical handicaps which disallowed criterion for those skills not passed. A complete record and narrative dossier is on file in the unit with the results of these assessments.

B. By November 1, 1973, each Deaf/Blind child began work on a program plan which included specific target behaviors, based on the assessments described in A., above. Both assessment and goal-setting being almost daily, they changed as the children learned. Again, complete records of skills learned and new objectives for each child are included in the individual records available in the unit.

Objective 4. Before May 1, 1974, parents of children in the Deaf/Blind program will (a) know the capabilities of their child and (b) know about programs and resources which are available to deaf-blind children and their parents.

A. Very little has been done in the way of a structured program to include parents in the units activities. However, there was some parent participation when they chose to do that themselves. No request for participation was refused, though it was not planned for either.

B. Few services have been needed which have not been automatically provided by their residential status at Western Carolina Center. Diagnostic testing and prescription, availability of resources for equipment prescribed, medicaid benefits, etc. are currently provided by inclusion in the program.

Objective 5. Before May 1, 1974, parents of children in the Deaf/Blind program will be able to implement, in their own homes, programs which are prescribed by project personnel for their children.

A. No structured parent workshops were ever organized to deliver these services. Parents for the most part were unable to take time off during the week from their jobs to take part in classroom activities. However, when parents were able to visit the children or when the child was to go home for a visit, an individual written or verbal explanation was given of the child's current programs.

B. The parents of the two day-students, with whom we had daily contact, were able to supplement the activities of the deaf/blind unit in the home with ease and success. The parents of residential students were able, to a large extent, to carry-over on a maintenance basis in the home, those skills which had been previously acquired in the unit.

C. Parents of the day students are pleased with the contact they have with the unit and feel they have enough information to do an adequate job with their children in the home. Parents of residential children, however, have not expressed opinions either way concerning their participation. The unit feels that this service has not been adequate.

Objective 6. Before May 1, 1974, project instructional personnel will increase their levels of competency in planning and instruction in program areas including, but not limited to manual communication, physical therapy, and data collection and analysis.

A. Two staff members attended a 9-week accredited workshop through Appalachian State University in conjunction with Western Carolina Center, which in a comprehensive way covered many specialized skills necessary for the education of deaf/blind children. One staff member attended Project Spin-Off at the John Tracy Clinic in Los Angeles, California. This workshop was designed to instruct professionals in parent-training techniques.

Two staff members attended the CEC Convention in Charlotte.

Two staff members attended a Speech and Hearing Workshop in Chapel Hill.

Two staff members attended a Deaf/Blind Workshop at Murdoch Center in Butner, North Carolina.

Three staff members attended a Deaf/Blind Workshop at Wrightsville Beach, North Carolina.

All project personnel attended a Curriculum and Behavior Management Workshop at Western Carolina Center.

All project personnel attended a workshop on diabetes at Western Carolina Center.

Project personnel have attended several consultant speeches on various subjects such as Vocational Rehabilitation, Child Advocacy, Staff Development, Curriculum organization, etc. at Western Carolina Center.

The unit's supervisor has attended many goal-planning sessions which have been instructional as well as directly job oriented. She also has done regional technical assistance which has been instructional as well.

B. Project personnel have gained planning skills and technical information which renders daily lessons more appropriate to these multiply handicapped children.

Objective 7. Before May 1, 1974, selected persons or groups external to the project will (a) know about the services which are provided by the center for the children, (b) receive consultation assistance in programming for deaf-blind children, or (c) receive materials to be used with deaf-blind children.

A. The curriculum written principally by staff members of the deaf-blind unit has been widely disseminated to various members of various disciplines. The curriculum will also be used by various members of the Western Carolina Center Staff to be utilized with the majority of the Western Carolina Center residents.

Telephone contact with members of the immediate community concerned with securing services for either deaf or blind persons has been extensive, with the unit serving as an information and referral source for this area.

THIRD PARTY EVALUATOR COMMENTS

Probably the most significant outcome of the programs implemented during FY74 by the Deaf/Blind Unit was the development of a comprehensive curriculum and related assessment procedures for children who are severely handicapped. The project staff seems quite satisfied with the document and it probably will serve as the basis for programs at Western Carolina Center. The assessment procedures were not completed in a refined enough form to serve as an adequate pre-test which could be used as a reference for indicating growth by children but the records on file do indicate that children are moving through the curriculum according to the staff-developed plans. The third-party evaluator can not verify from observation that significant progress was made by children in the program but inspection of the children's records and observation of the planning processes indicate that progress is being made. Project monitors should expect much more specific data from FY75 because the assessment procedures and child record forms have been refined.

The programs for parents which had been planned were not implemented. Perhaps those objectives were somewhat more than could be expected for parents of children in residential centers. This area of program services should be reviewed by the project officer to determine whether more deliberate action should be taken by project personnel to provide services to parents.

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